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ABSTRACT

An outline of courses at Arizona State University for school library media specialists is given. Each of the courses is described by specifying the programs for which the course is required, the prerequisite courses, the textbooks and materials required, the module topics, and the course objectives. The modules, or subunits of the course, are further specified by describing the objectives of the module, an example of a mastery item, and its activities, materials, and information sources. Fifteen courses are outlined, which are either required for a B.A. minor in Library Science or an M.A. in education with school library media specialization. (WH)

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A Curriculum Outline for Training School Library Media Specialists

Department of Educational Technology and Library Science
Arizona State University

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A CURRICULUM OUTLINE FOR TRAINING SCHOOL LIBRARY MEDIA SPECIALISTS

Department of Educational Technology and Library Science

Arizona State University

Compiled by
Mrs. Emma Ruth Christine

June, 1973

The curriculum presented in this document was prepared under an experimental program for the training of School Library Media specialists. The program was supported by the School Library Manpower Project of the American Library Association under a grant from the Knapp Foundation of North Carolina and by the Library Training Institute for American Indians funded by the United States Office of Education.

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FOREWORD

The course outlines and module specifications contained in this document were developed over a two-year period by the faculty members in the Department of Educational Technology and Library Science at Arizona State University for the training of school library media specialists at Arizona State. Most of the course outlines and "mod specs" were used for one or more offerings of a particular course and were revised, when judged appropriate, on the basis of their use in the course. The outlines and mod specs are considered by the Arizona State faculty as being in a stage of development and refinement, rather than as representing any sort of fixed or final listings of recommended curricular content. To date, the materials have not been used at institutions other than Arizona State. This document was compiled and published in the hope that its contents will be of interest and use to individuals involved in the training of school library media specialists at other institutions.

A number of individuals made substantial contributions to the experimental program at Arizona State University and to the development of this document. Mrs. Emma Ruth Christine was responsible for writing the overview and explanatory portions of the document and for compiling and organizing the course outlines and module specifications. Faculty members who developed outlines and mod specs included herein were Mrs. Laurel Boetto, Mrs. Christine, Mrs. Grace Dunkley, Dr. Norman Higgins, Craig Locatis, Mrs. Mabel Macdonald, David Mamalis, Mrs. Inez Moffit and Dr. Lester Satterthwaite. Dr. Vernon Gerlach, who served as initial Director of the Arizona State University program, conceived the idea of the module specification and supervised the development of the mod specs during much of the two-year period of the project. Dr. Chow Loy Tom, of the Graduate School of Librarianship, University of Denver, reviewed and critiqued all course outlines and module specifications included in this document.

Howard J. Sullivan, Director
School Library Media Experimental
Program
Arizona State University

OVERVIEW

From 1971 to 1973, six experimental programs for the training of school library media specialists were supported by the School Library Manpower Project of the American Library Association under a grant from the Knapp Foundation of North Carolina. One of the six programs was in the Department of Educational Technology and Library Science at Arizona State University. This document contains the course outlines and module specifications developed as curriculum outlines for the training programs at Arizona State. The Arizona State program and its development is described in a separate document, the project final report, which is available from the Department of Educational Technology and Library Science at Arizona State.

Organization of this material will present the course outline for each of the required and elective courses offered for the Library Science minor, with a major in either elementary or secondary education, and for the Library Science Master's specialization at Arizona State University. The course outlines are followed by a set of module specifications reflecting the course content. A list of courses pertaining to the minor program and the Master's specialization precedes each group of outlines and module specifications. An appendix contains course materials for the intern program as practiced at both the minor and Master's level of competence.

Course outlines and module specifications are included for all required and elective courses in the Library Science programs that

are offered in the Department of Educational Technology and Library Science. Outlines and module specifications are not included for courses in the programs that are not offered by the Department of Educational Technology and Library Science.

Module Specification Components.--In the curriculum development for SLMP courses, module specifications were segments of instruction adaptable for class or individualized use. Components of the module specifications were these:

1. Objectives--statements of desired outcomes;
2. Criterion (Mastery) Items--sampling of skills and knowledges to be attained or problems to be solved as evidence of the objectives being achieved;
3. Activities, Information, and Materials--representative instructional and learning activities and supportive source materials suggested to assist in achievement of stated objectives.

Module Specification Use.--Flexibility was the keynote in module specification use, which mitigated against their being frozen into a definite "lesson plan" format. While instructional objectives might remain constant, mastery items were tailored to the students and their existing knowledge. The materials, information, and activities that were used also changed, not only with each class group, but with each time the module specification was taught and with the particular interests and area of emphasis of individual students. Although some standard references regularly appeared, new print and non-print sources were constantly identified and

utilized. Activities more effectively designed to achieve competencies, many of which originated from class members themselves, were discovered and added. In a successful module specification, then, the component dealing with materials, information, and activities usually reflected in its subsequent uses the most radical change from its original composition.

Module Specification Construction.--Typical module specification development procedure involved the preparation of a course topic outline by the instructor in charge. Objectives stated in appropriate terms for each unit of concentration were then devised, as were mastery items designed to act as the basis for competency measurement. These criterion items necessarily varied in type (fact answer, problem solving, written or oral performance, and similar student products) as appropriate to the content of the particular module of instruction. Pertinent materials were then identified, such as books, periodicals, films, slides and other media. Also identified were activities in which students might engage either individually or as a group, such as field trips, small group discussions, and laboratory exercises. It was not at all unusual, however, for an instructor to begin with the mastery items and then to develop the module specification around the desired competencies mirrored in those items. An attempt was made in advance to gauge the number of class sessions or actual number of hours each module would need for completion.

Originally, a copy of each module specification was distributed to all SLMP staff members before it was taught in order that

reactions, comments, and suggestions might be received. This procedure was subsequently modified, however, because informal discussion among faculty with similar skills proved more effective than the circulation of all module specifications to all faculty. Final copies of most module specifications, therefore, were written by a single faculty member and reviewed by one or more of his colleagues with skills in the area covered by the module.

Module Specification and Course Outline Utility.--Course outlines and module specifications have several uses at Arizona State University and may also be of use to other institutions offering similar programs of study.

Identification of essential content for all elective and required courses have the obvious value for ASU faculty of assuring that all such identified content is covered in at least one course. Identification of content appearing in several courses was also important, as occasional overlapping of topics was discovered. Where such overlapping was warranted and desirable, it was retained. The deliberate efforts to integrate audiovisual methods, philosophies, and materials into previously traditional library courses has been illustrated, with patent implications to an integrated department. As personnel in the department fluctuate, the course outlines and module specifications will serve as guides to assure the continuing inclusion of important content. The mental discipline required to develop discrete, fully implemented module specifications has been of intellectual and professional value to faculty.

Institutions offering or contemplating programs of preparation for school library media specialists could examine this document with a view to its potential use in meeting their own requirements. Course outlines could be scanned to see where certain topics are taught, as this aspect of library and audiovisual education varies widely. Textbooks and other required (or optional) materials are always of high interest to other educators, as frequently new titles are discovered or seen in a different application. Course objectives as set forth on the outlines may be of particular interest because of the current movement toward specification of course objectives. Types of mastery items might be suggestive of different approaches to the same competency measurements and could be tailored to the particular requirements of the other institutions.

The module specifications themselves, each showing a complete lesson or instructional unit, seem to have broad potential application. By setting forth course content, objectives, mastery items, activities, and materials in a sequential and interrelated fashion, they present instructional matter considered essential in the course but in a manner easily adaptable to either classroom or individual use. Segments of any module specification could be removed intact and taught in any classroom, or may be used as individual study projects by students. A complete module specification, or any part of it, could serve to generate original composition by other faculty members in order to make it more serviceable to their own objectives and student clientele. Additional module specifications covering other aspects of any of the courses could be inserted into the

sequence presented here, as well as present module specifications being deleted entirely or being integrated into existing module specifications of other courses.

As mentioned earlier, the module specifications are not to be considered as final in their present form. Rather, they should be viewed as a skeletal curriculum outline for possible modification and use as a source of ideas and content appropriate to particular instructional programs.

Course List, B.A. Minor
in Library Science

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This program is for all students desiring endorsement as a School Librarian K-12. All courses include both print and non-print media.

Elementary Education Majors

*Required Courses

LS 440	Cataloging and Classification	3 hours
LS 463	Library Materials for Children	3 hours
LS 471	Basic Reference Resources	3 hours
**LS 481	Library Administration	3 hours
**EE 478	Student Teaching in the Elementary School	***6 hours

Electives - Any two of the following: 6 hours

IM 311 Children's Literature (3 hours)
LS 423 Books, Libraries and Society (3 hours)
LS 464 Library Materials for Adolescents (3 hours)

Total 24 hours

Secondary Education Majors

Required Courses

AV 411	Audiovisual Materials and Procedures in Education	3 hours
LS 440	Cataloging and Classification	3 hours
LS 464	Library Materials for Adolescents	3 hours
LS 471	Basic Reference Resources	3 hours
**LS 481	Library Administration	3 hours
**SE 433	Student Teaching in the Secondary School	***6 hours

Electives - Any one of the following: 3 hours

LS 423 Books, Libraries and Society (3 hours)
LS 463 Library Materials for Children (3 hours)

Total 24 hours

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* If AV 411 is not required in the student's program for a major in Elementary Education, it must be added as a required course for the minor. In this case, he may take only one elective course instead of two.

** LS 440, LS 463 or LS 464, and LS 471 are prerequisites for LS 481 and for student teaching in the school library (EE 478 or SE 433). Concurrent enrollment in LS 481 and student teaching in the library is recommended.

*** These 6 hours refer to student teaching in the school library or school library media center. They must be taken in addition to the 6 hours of student teaching in an elementary or secondary school classroom.

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COURSE NO. AND TITLE: LS 440 Cataloging and Classification

REQUIRED IN: LS minor (elementary and secondary education majors)

PREREQUISITE COURSES: None

TEXTBOOKS, MATERIALS REQUIRED:
Dewey Classification Tables (10th ed.)
Hopkinson, Cataloging manual for print and non-print materials, 1972.
Wynar, Introduction to cataloging and classification, 1972.

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MODULE TOPICS:

I. Basic concepts of cataloging media materials

II. Types of catalogs

III. Qualities of a catalog

IV. Unit card system and unit card

V. The form of catalog card

VI. How to read media materials technically

VII. Descriptive cataloging of book and non-book materials

VIII. Basic concepts of classification

IX. Types of classification

X. Classification schemes

XI. Rules for classification

XII. Library of Congress classification (brief history)

XIII. Dewey Decimal Classification (concepts)

XIV. Subject headings (basic concepts)

XV. Sears List of Subject Headings

XVI. Library of Congress list

XVII. Printed catalog cards

XVIII. Classification aids

XIX. Centralized and cooperative cataloging

XX. Filing rules

XXI. Brief comparative unit cost of processing

COURSE OBJECTIVES:

The student will:

1. Demonstrate his knowledge of cataloging principles by preparing cataloging cards on other catalog descriptions so that people can (a) find appropriate book and non-book information about specific subjects, and (b) place book and non-book materials in their proper location.

2. Compare in writing the advantages and disadvantages of three commercially available methods of cataloging book and non-book materials with an "in-house" cataloging method based upon the following criteria:
   a. production analysis to include estimates of costs and time
   b. availability
   c. uniformity among other sources of cataloging services.

3. Evaluate and compare in writing the traditional approach of catalog card formation with each of the following cataloging systems:
   a. key word in context (KWIC)
   b. selected dissemination of information (SDI)
   c. at least three additional book catalogs or other advanced cataloging procedures of the student's choice

   Each evaluation will be based upon the following criteria:
   a. cost of equipment and related materials
   b. efficiency of service
   c. number of required training of personnel essential to the operation of the system.

4. Demonstrate his ability to organize book and non-book materials according to an accepted local or national classification system, e.g., Dewey Decimal or Library of Congress, etc. to serve curricular objectives as specified by the instructor.

5. Develop a prototype classification system for library and media materials with major entries keyed to user interests as revealed by a hypothetical library users' study when given the results of the study

6. When given a list of teaching objectives for a hypothetical school curriculum, devise a system of cross-referencing book and non-book materials to the objectives. The student scheme is to be fully compatible with filing rules for the library-media classification system currently employed by the school stated in the problem.

7. When given a list of five hypothetical problems involving methods of subject integration, solve the problems by relating works from the generalia class to specific knowledge categories.

8. a. Devise and administer an evaluative questionnaire which will identify and assess the interests of a community in which the library is situated, its socio-economic characteristics and its prominent economic and cultural activities.

   b. On the basis of questionnaire results, develop subject headings for classifying book and non-book materials in the library or library-media center and for the acquisition of new materials.

9. Prepare a written evaluation of the advantages and disadvantages of both book and card-type cataloging systems, including an analysis of methods for updating information levels, subject flexibility, the quantity and quality of information required for each entry, and methods of distributing each catalog type

Area: Processing
Module #1: Basic Concepts of Cataloging Media Materials

I. Objective:
Describe the basic concepts of cataloging materials.

II. Example of Mastery Item:

1. Describe the cataloging process.

2. What does an entry consist of?

3. Describe the activities which create the record that makes possible the use of materials in a media center collection.

III. Activities, Information, and Materials:

Anglo-American cataloging rules. Chicago, Ill.: American Library Association, 1967. pp. 1-6.

Boll, John J. Introduction to cataloging, Vol. 1: Descriptive cataloging. New York: McGraw-Hill, 1970.

Riddle, Jean. Non-book materials. Ottawa: Canadian Library Association, 1970. pp. 3-6.

Wynar, Bohdan S. Introduction to cataloging and classification. Littleton, Colo: Libraries Unlimited, 1971. pp. 5-12.

SLMP Module Specification LS 440

Area: Processing
Module #2: Types of Catalogs

I. Objective:
Describe the format and arrangement of the major types of catalogs.

II. Example of Mastery Item:

1. Define the different types of catalogs (book, sheaf, card, K.W.I.C.)

2. What are the arrangement methods of entries in a catalog (dictionary catalog, divided catalog, classed catalog)?

3. List materials of a specific subject that can be supplied by a specific media center; and list other materials that are available from other sources.

III. Activities, Information, and Materials:

1. a. Boll, John J. Introduction to cataloging, Vol 1: Descriptive cataloging. New York: McGraw-Hill, 1970. Chapter Two.

b. Pieters, D. L. "Dividing the card catalog," Wisconsin Library Bulletin, 66:339, September 1970.

c. Wynar, Bohdan S. Introduction to cataloging and classification. Littleton, Colo.: Libraries Unlimited, 1971. pp. 11-15.

2. Compare two major types of catalogs, by providing a list of advantages and disadvantages.

SLMP Module Specification LS 440

Area: Processing
Module #3: Qualities of a Catalog

I. Objective:
Identify the qualities of a catalog which will enable the media center personnel to easily consult and maintain records of materials in a media center.

II. Example of Mastery Item:

Discuss how each of the following qualities can be achieved:

1. A catalog should be flexible.

2. A catalog should be so constructed that all entries can be quickly and easily found.

3. A catalog should be so constructed that all entries which logically belong together actually do stand together.

4. A catalog should be economically prepared and maintained.

5. A catalog should be compact.

III. Activities, Information, and Materials:

Joley, Leonard. The principles of cataloging. New York: Philosophical Library, 1961. pp. 126-139.

SLMP Module Specification LS 440

Area: Processing
Module #4: Unit Card System and Unit Card

I. Objective:
Describe the unit card system. Give methods by which a unit card can serve as the basis for catalogs in a media center.

II. Example of Mastery Item:

1. Define the parts of the unit card.

2. List methods by which the unit card can be used as a source for added entries.

3. What is the role of tracings in added entries?

III. Activities, Information, and Materials:

Immroth, John P. Library cataloging. New York: Scarecrow Press, 1971. pp. 35-70.

Wetmore, Rosamond B. A Guide to the organization of library collections. Muncie, Ind.: Ball State University, 1969. pp. 10-40.

Area: Processing
Module #5: The Form of Catalog Card

I. Objective:

Compare in writing the advantages and disadvantages of three commercially available methods (including Library of Congress) of cataloging book and non-book materials with an "in-house" cataloging method based upon the following criteria:

1. Production analysis to include estimates of cost and time
2. Availability
3. Uniformity among other sources of cataloging services

II. Example of Mastery Item:

1. Prepare a unit card for ten items of book and non-book materials.
2. Compare the uniformity of cards prepared by the "in-house" cataloging with cards commercially purchased (Wilson Co., etc.).

III. Activities, Information, and Materials:

DeHart, F. E. "Standardization in commercial children's cataloging: A comparative study of 100-odd titles." Library Journal, 95:744-9, February 15, 1970.

McGregor, J. W. "In defense of the dictionary catalog." Library Resources and Technical Services, 15:28-33, Winter, 1971.

"Nation's 2nd-largest library offers its catalog." Wilson Library Bulletin, 46:468, January, 1972.

SLMP Module Specification LS 440

Area: Processing
Module #6: How to Read Media Materials Technically

I. Objective:
Identify elements of media materials, and transfer this information to a systematic order onto a card for retrieval.

II. Example of Mastery Item:

1. Name all elements in media materials that will be identified in a catalog card.

2. Define each element in a card, and determine if any additional information is necessary to reflect a complete record of the material.

III. Activities, Information, and Materials:

Boll, John J. Introduction to cataloging, Vol. 1: Descriptive cataloging. New York: McGraw-Hill, 1970. Chapter Four.

Thompson, Elizabeth H. A.L.A. glossary of library terms. Chicago, Ill.: American Library Association, 1943.

Wynar, Bohdan S. Introduction to cataloging and classification. Littleton, Colo.: Libraries Unlimited, 1971. pp. 26-29.

SLMP Module Specification LS 440

Area: Processing
Module #7: Descriptive Cataloging of Book and Non-book Materials

I. Objective:

State the significant features of an item (book or non-book) with the purpose of distinguishing it from other items and describe its scope, content, and relation to other items.

II. Example of Mastery Item:

1. Identify instructional characteristics of an item and its subject relation to other items for developing instructional packages.

2. List the significant features of an item, and present this data in an entry which can be integrated with the entries for other items in a catalog.

III. Activities, Information, and Materials:

Anglo-American cataloging rules. Chicago, Ill.: American Library Association, 1967. Part II, "Principles of descriptive cataloging."

Bedford, Edna W. A V. cataloging and processing simplified, North Carolina: Audiovisual Catalogers, Inc., 1971.

COURSE NO. AND TITLE: LS 463 Library Materials for Children

REQUIRED IN: LS minor (elementary education major)

PREREQUISITE COURSES: None

TEXTBOOKS, MATERIALS REQUIRED:
Assigned articles and 300 titles of children's literature including non-print materials for evaluation.

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MODULE TOPICS:

I. Elementary school curriculum and learning materials
   A. Social studies
   B. Reading
   C. Language arts
   D. Science, Health
   E. Art, Music

II. The same material may be used for many subject areas
   A. Poetry -- language arts, science, reading
   B. Literature -- social sciences, reading
   C. Non-fiction -- science
   D. Biography -- social sciences, reading
   E. Visual and audio materials

III. Children have varying abilities which influence the selection and use of instructional materials
   A. Slow learners
   B. Average ability
   C. Gifted children

IV. Children's interests are factors in selection and utilization of materials
   A. Adventure
   B. Pioneer life
   C. Mystery
   D. Sports
   D. Humor
   E. Hobbies

V. Magazines as learning materials for children
   A. General magazines
   B. Special magazines
   C. News
   D. Comics

VI. Story telling as motivation for reading
   A. Demonstrate the reading or telling of stories
   B. Determine the age and interest for appropriate titles

VII. Book talks as motivation for reading
   A. Select according to high interest, boys or girls
   B. Select an interesting incident and prepare to tell it well

VIII. Book and media selection tools and special subject bibliographies for evaluated materials for children
   A. Horn Book
   B. School Library Journal
   C. Elementary English Journal
   D. Children's Catalog and supplements
   E. Media Review
   F. Preview
   G. Special bibliographies
   H. Booklist

COURSE OBJECTIVES:

The students will be able to evaluate, select and use materials in a school library. They will be able to determine curriculum needs, and consider students' interests and abilities in the selection process. They will be able to develop many techniques for the motivation and use of material

SLMP Module Specifications LS 463

(Concurrent)

Area: Library Materials for Children (K-6)
Module #1: The Elementary School Curriculum and Learning Materials

I. Objective:
To know that the school curriculum is a factor in the selection of materials for children.

II. Example of Mastery Item:

1. List the subject areas of the school curriculum. Example: Reading, Language Arts, etc.

2. To identify the content area of the Social Studies by grade and attitudes to be developed.

3. Examine media and books which implement, extend, and enrich the Social Studies.

III. Activities, Materials, and Information:

Course assignment: The following items will be completed at the end of the term and be evaluated for grade points.

a. Read a minimum of 200 childrens books for grades K-6.

b. Read Dale, Edgar, Audio visual methods in teaching. 3rd ed. 1969, Ch. 3 and 5.

c. Compile an annotated bibliography of materials read or examined.

d. Design a project for end of semester that will utilize at least three types of media in relation to a chosen topic.

1. Read books for grades K-2. Analyze for Social Studies application to subject matter on attitude development.

2. Arizona State Board of Education. Social studies for the elementary grades. 1964.

3. Jacobs, Leland B. ed. Using literature with children. Teachers College. 1965. p. 1-10.

SLMP Module Specifications LS 463

(Concurrent)

Area: Library Materials for Children (K-6)
Module #2: The Same Material May be Used to Meet the Needs of Many Subject Areas

I. Objective:
To analyze children's books for correlation with several subject areas.

II. Example of Mastery Item:

1. Identify the content of a book which may be used for Language Arts, Reading, Science or Social Studies, etc.

2. Know that the grade level of the student may determine the use of the book.

3. Compare illustrations--photographs and creative art as aids in interpreting content.

III. Activities, Materials, and Information:

1. Continue the reading of children's books and annotate for the following implications:

   a. Books to be read aloud to motivate reading readiness.

   b. Determine the grade level at which a student may be expected to read it independently.

   c. Analyze for curriculum strengths, attitudes and appropriate illustrations.

2. Reasoner, Charles F. Releasing children to literature, Dell, 1968, p. ix-xviii.

3. Bring a book to class and be prepared to demonstrate the analysis of a book.

SLMP Module Specifications LS 463

(Concurrent)

Area: Library Materials for Children (K-6)
Module #3: Children Have Varying Abilities which Influence the Selection and use of Learning Materials

I. Objective:
To be able to select material to meet the abilities of learners.

II. Example of Mastery Item:

1. Identify children with differing abilities, which are usually referred to as:

   a. slow learner--those with reading difficulties

   b. average--those reading at an established grade level

   c. fast--those reading above established grade level

   d. children with special problems

2. To recognize content, vocabulary and illustrations as factors in meeting the abilities of children.

III. Activities, Materials, and Information:

1. Continue reading in children's books, and to the bibliography annotations add an ability item if it is appropriate to any one of groups identified.

2. Examine media such as filmstrips, etc. and add to your bibliography if the item serves the needs of varying abilities.

3. Examine Radlauer, E. and Ruth. Reading incentive language program for titles of low vocabulary and high interest. Make a list of the titles you would buy.

(Concurrent)

Area: Library Materials for Children (K-6)
Module #4: Children's Interests are a Factor in the Selection and the Utilization of Materials

I. Objective:
To be able to recognize the many interests of children and to use these interests in selecting learning materials.

II. Example of Mastery Item:

1. Know the interests of children by grade level and sex.

2. Be able to apply the interests of children as a criteria in selection of material.

III. Activities, Materials, and Information:

1. Continue reading in children's books and examining media. Add to annotation where appropriate the specific interest indicated and if it will appeal to boys or girls.

2. De Baer, John J. and Dallman, Martha. The Teaching of reading. c. 1970, "Childrens Interests," p. 342-355.

3. Class activity of analyzing a new book furnished by Doubleday according to interests or utilization in a school library media center.

Area: Library Materials for Children (K-6)
Module #5: Magazines as Learning Materials for Children

I. Objective:

Evaluate magazines for use in the media center as learning materials for implementation of curriculum or personal enjoyment.

II. Example of Mastery Item:

1. Produce a purchase list of magazines for children.

2. Write an annotation for each title selected stating its use and possible maturity level.

III. Activities, Materials, and Information:

1. Cundiff, Ruby. 101 magazines for schools, Tennessee Book Co. 1964.

2. Katz, William. Magazine selections; how to build a community collection. Bowker. 1971.

3. Discussion in class will stress magazine usage, approximate reading levels, and curriculum implications.

4. Scott, Marian H. Periodicals for school libraries. American Library Association, 1969.

Area: Library Materials for Children (K-6)
Module #6: Story Telling

I. Objective:
Story telling as a motivational device to encourage use of materials for children.

II. Example of Mastery Item:

1. Select and prepare a story to tell in class
   a. story should have literary merit
   b. story should be well prepared using the colorful language of the author
   c. story should be related to curriculum or children's interests
   d. illustrations should provoke discussion and add to interpretation of the story.

2. Analyze the story for approximate grade level, attention span of pupils, and sequential development.

3. Prepare a list of follow-up questions to be used with pupils that will measure:
   a. ability of students to follow sequence of plot
   b. understanding of character's contribution to the story
   c. if related to students' experiences or understandings

III. Activities, Materials, and Information:

1. Committee of Children's and Young People's Section. Once Upon a Time New York Library Association.

2. Elementary English Journal. March 1957.

3. Tooze, Ruth. Storytelling. Prentice Hall, 1959.

4. Retell story on tape.

Area: Library Materials for Children (K-6)
Module #7: Book Talks

I. Objective:
Book talks as a motivational device for recreational reading as enrichment of subject areas in upper elementary grades.

II. Example of Mastery Item:

1. Select books for book talks

   a. read books, selecting episodes for re-telling which will create a desire to read the book
   b. select books from subject areas, scan table of contents for overview and scope
   c. relate to students interests, needs, and abilities.

2. Demonstrate in class book talks that are:

   a. concise, interesting
   b. enthusiastic, to sell the book

III. Activities, Materials, and Information:

1. Record on tape the book talks prepared to introduce books to students.

2. Gillespie, John and Diane Lenebo. Introducing books: A guide to the middle grades. Bowker, 1970.

3. Make a list of five new books and five old books to use for book talks.

Area: Library Materials for Children (k-6)
Module #8: Use of Book and Media Selection Tools and Special Subject Bibliographies for Evaluation of Materials for Children

I. Objective:
To give practice in the use of selection tools for evaluation of a balanced collection in learning materials for children.

II. Example of Mastery Item:

Using book and media selection tools, prepare a bibliography of materials that could be used as a resource unit for teachers on:

1. A primary science unit on weather
2. A social studies unit on Colonial Life
3. A reading experience for low ability children.

III. Activities, Materials, and Information:

1. Issues of Elementary English Journal, Horn Book, School Library Journal, Children's Catalog, other subject bibliographies. Read annotations and make a list of selected books.
2. Compare annotations of the above tools for completeness, ability to judge reading level, interest, or subject enrichment.

COURSE NO. AND TITLE: LS 471 Basic Reference Resources

REQUIRED IN: LS minor; LS Master's program

PREREQUISITE COURSES: None

TEXTBOOKS, MATERIALS REQUIRED:
Katz, Introduction to reference services, Vol. I.

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MODULE TOPICS:

I. Reference work and information sources

II. Bibliographies: Universal, national, trade and eclectic

III. Sources of professional reviewing opinion

IV. Indexes

V. General encyclopedias

VI. Almanacs and yearbooks

VII. Handbooks and manuals

VIII. General language dictionaries

IX. Biographical sources

X. Directories

XI. Geographical sources

XII. Government publications

COURSE OBJECTIVES:

1. The student shall be able to name, describe, compare, contrast, and give examples of:

   A. The six general functions of a reference department, i.e.
      a. supervision
      b. information
      c. guidance
      d. instruction
      e. bibliography
      f. appraisal

   B. The twelve basic types of reference books, i.e.
      a. dictionaries
      b. encyclopedias
      c. yearbooks

d. biographical dictionaires
e. atlases and gazetteers
f. directories, handbooks, manuals
g. indexes and bibliographies
h. government publications
i. audiovisual materials

C. The basic selection aids for general reference books, i.e.
a. retrospective
b. current
c. periodical

2. Given a reference book, the student shall be able to:

A. Classify the book as to type

B. Describe the book in terms of content and use in answering reference questions

C. Express his evaluation of the book in terms of a stated evaluative checklist (authority, scope, treatment, arrangement, format, special features)

3. Given a common reference service question or case study, the student shall be able to:

A. Classify the question as to type (language, background, trend, people, places, organizations, facts, activities, bibliography, illustrations).

B. Identify representative sources (dictionary, encyclopedia, yearbook, serial, biographical dictionary, gazetter, atlas, directory, handbook, manual, index, bibliography, government publication, and audiovisual material).

4. Given a subject and full access to an adequate library, the student shall be able to:

A. Compile a bibliography of all types of materials available on that topic in that particular library.

B. Compile a bibliography of other materials which are commercially available -- and which should be in that library if it is to adequately serve the needs of its patrons.

SLMP Module Specification LS 471

Area: Basic Reference Resources
Module #1: Reference Work and Information Sources

I. Objective:

To describe the nature and scope of reference work, both direct and indirect; to present an over-view of a reference collection, together with criteria for its evaluation; and to describe the relationship between reference and other services of the library-with special emphasis on the card catalog.

II. Example of Mastery Item:

1. Describe and illustrate the primary process of reference work.
2. Describe the activities which differentiate between direct and indirect reference work.
3. List and describe the six functions of a reference department as set forth by Louis Shores.
4. Identify and illustrate the three broad types of reference work normally included in a collection.
5. Outline the general evaluative criteria employed in building a reference collection.

III. Activities, Information, and Materials:

1. Alexander, Carter. "Technique of library searching," Special Libraries 27: 23-28. September, 1936.
2. Alsmeyer, Henry L., Jr. "Neglected resources: Guides to the literature," RQ 8: 22-26. Fall, 1968.
3. Barzun, Jacques. "Bedside reading: A reference book" Wilson Library Bulletin 39: 246-247. November, 1964.
4. "Card Catalog." Wichita, Kansas, Library Filmstrip Co.
5. Carpenter, Helen C. "What is back of efficient reference work in an elementary school library?" Wilson Library Bulletin 10: 15-19. September, 1935.
6. Cheney, Frances Neal. Fundamental reference sources. ALA, 1971. Chapter 1.
7. Cheney, Frances Neal. "New trends in reference books," South Carolina Librarian 8: 7-8. March, 1964.
8. Cole, Dorothy E. "Some characteristics of reference work," College and Research Libraries 7: 45-51. January, 1946.
9. Conner, Martha. "What a reference librarian should know," Library Journal 52: 415-418. April 15, 1927.
10. Dane, Chase. "Evaluating the reference collection," Tennessee Librarian 17: 3-11. Fall, 1964.
11. "Dewey Decimal Classification." Wichita, Kansas, Library Filmstrip Co.

Area: Basic Reference Resources
Module #2: Bibliographies: Universal, national, trade, and eclectic

I. Objective:
To define the term "bibliography" in its various concepts, and to establish criteria for its selection and use.

II. Example of Mastery Item:

1. Define the term "analytical bibliography." What two aspects or angles does it emphasize?
2. Define the term "systematic enumerative bibliography," and subdivide it into five specific large categories.
3. List three basic purposes for use of a bibliography.
4. If a bibliography is to meet the above three basic needs or purposes, what three elements are presupposed?
5. List five evaluative checkpoints to be noted in evaluation.
6. Describe four general weaknesses which may beset existing bibliographies.
7. Define the concept of a union catalog and describe its advantages to the library profession.
8. List the advantages of having ready access to a national library catalog in book form. Visit Hayden Library and list all national library catalogs on the shelves in the Reference Room.
9. Define the term "retrospective" bibliography, and as regards the United States, list titles in chronological order beginning with 1639.
10. List sources of bibliographic information for very new titles not listed when the basic guides went to press.

III. Activities, Information, and Materials:

1. Bohne, Harald. "Canadian books in print: Bilingual catalog is launched," Publishers' Weekly 193: 38-39. Feb. 12, 1968.
2. Bruhler, C.F. "Literary research and bibliographical training," Papers of the Bibliographical Society of America. v.51, P. 303+
3. Cheney, Frances Neal. Fundamental reference sources. ALA, 1971. Chapter 2.
4. Cronin, John W. "The National Union and Library of Congress Catalog: Problems and prospects," Library Quarterly 34: 77-96. January, 1964.
5. "Current trends in bibliography," Library Trends 7: #4, April, 1965.
6. Field Trip - Hayden Library. Microcard Division. Evans' Bibliography
7. Francis, Sir Frank. "The New British Museum catalogue," Times Literary Supplement. October 6, 1966. p. 928+
8. Greer, Roger C. "National bibliography," Library Trends 15: 353-360. January, 1967.

Area: Basic Reference Resources
Module #3: Sources of Professional Reviewing Opinion

I. Objective:

To identify and evaluate a variety of professional sources of reviewing opinion; to identify the basic types of reviews; to describe the method of review and approach utilized by the leading reviewing media; and to describe the steps in the searching process.

II. Example of Mastery Item:

1. List and describe five steps in searching for reviews.
2. Identify and describe three basic types of reviews.
3. Describe the method of review and approach employed by the leading review agencies.
4. Prepare a list of selection aids likely to be of most use to a school librarian. Group by publisher. Indicate scope, frequency, and price.

III. Activities, Information, and Materials:

1. Authors' League Panel. "Book reviews and book reviewers," Publishers' Weekly, 187: 38-41. March 22, 1965.
2. Doiron, Peter M. "Choice and book selection," Florida Libraries 18: 33-35+ March, 1967.
3. Katz, William A. Basic information sources. McGraw-Hill, 1969. Chapter 5, Vol. I.
4. "National book awards: Listening to the literary community," Library Journal 93: 1608-1609. April 15, 1968.
5. Regnery, H. "Bias in book reviewing and book selection," ALA Bulletin 60: 57-62. January, 1966.
6. Shera, J.H. "Caveat venditor," Wilson Library Bulletin 40: 955+ June, 1966.

Area: Basic Reference Resources
Module #4: Indexes

I. Objective:
To define the concept of an index, to identify the types likely to be of most concern to the reference librarian, and to establish evaluative criteria for selection.

II. Example of Mastery Item:

1. List the four types of index usually of most concern to the reference librarian. Define each type and cite examples.
2. Describe some of the principal problems involved in the construction of an index.
3. Describe evaluative criteria for the selection of indexes appropriate to a library's need.
4. Are home-made indexes ever a legitimate use of professional time? Cite instances to support your view.
5. Define the concept of a periodical and contrast it with a serial.
6. Identify three basic types of periodical and cite an example of each.
7. Identify three types of periodical index, and cite an example of each.
8. Discuss the professional contributions of the H.W. Wilson Co. to the field of indexing. Define the term "service basis" as employed by that company.

III. Activities, Information, and Materials:

1. Cheney, Frances Neal. Fundamental reference sources. ALA, 1971. p. 55-74.
2. Colburn, Edwin B. "Committee on Wilson indexes: How it works," ALA Bulletin 59: 35-42. January, 1965.
3. Diehle, Katharine S. "Indexes examined: Reference without periodicals," RQ 4: 11-14. November, 1964.
4. Fall, John. "PAIS: Fiftieth anniversary," Library Resources and Technical Services 9: 231-234. Spring, 1965.
5. Haycraft, Howard. "Problem of selecting periodicals for Wilson indexes," Special Libraries 5: 127-129. March, 1962.
6. "How to use the Readers' Guide" H.W. Wilson Co. Free teaching material.
7. "Indexing services" H.W. Wilson Co. Free teaching material.
8. Katz, William A. Basic information sources. McGraw-Hill, 1969. Chapter 6, Vol. 1.
9. Kujoth, Jean S. Subject guide to periodical indexes and to review indexes. Scarecrow, 1969.
10. "Little magazines in Great Britain and the U.S.," Times Literary Supplement August 6, 1964. p. 712-713.
11. "New York Times Index." (Slide presentation)

Area: Basic Reference Resources
Module #5: General encyclopedias

I. Objective:

To define the purpose and scope of an encyclopedia, and to trace its history from earliest times; to identify evaluative criteria for the selection of an encyclopedia; and to demonstrate the close relationship between a general encyclopedia and a card catalog - especially as regards the arrangement of entries.

II. Example of Mastery Item:

1. Define the concept of an encyclopedia, and trace the highlights in its history.
2. Identify the leading publishers of contemporary encyclopedias.
3. Define the terms "purpose" and "scope" as they relate to an encyclopedia.
4. Identify and define the various evaluative criteria as they apply to encyclopedias.
5. Refer back to Module 1. Review the instruction given on alphabetising. Prepare a demonstration of the word-by-word versus letter-by-letter methods. Identify the method used by each of the leading encyclopedias. Identify the encyclopedias which employ essentially the same filing rules as a typical card catalog.

III. Activities, Information, and Materials:

1. Advertising brochures from various publishers.
2. "Americana Encyclopedia: Contents and arrangement of entries." Slide presentation.
3. Ansley, Delight: "Three encyclopedia indexes," Indexer 5: 16-21. Spring, 1966.
4. "Britannica Junior: Contents and arrangement of entries." Slide presentation.
5. Einbinder, Harvey. "The Myth of the Britannica," Encounter 16: 16-25. May, 1961. (London)
6. "Encyclopedias: Basic knowledge." Wichita, Kansas. Library Filmstrip Co.
7. "Encyclopedias." Wichita, Kansas, Library Filmstrip Co.
8. Jackson, Sidney L. "What a history of the encyclopedia could show," Library Review 19: 398-401. Summer, 1964.
9. "One-volume encyclopedias." Wichita, Kansas. Library Filmstrip Co.
10. Pritchard, H.C. "Does continuous revision mean continuous replacement?" College and Research Libraries 18: 144-146. March, 1957.

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Area: Basic Reference Resources
Module #6: Almanacs and yearbooks

I. Objective:

To define the concept of an almanac and a yearbook, to describe their specific purposes in a library, and to construct a checklist of evaluative criteria for selection.

II. Example of Mastery Item:

1. Distinguish between an almanac and a yearbook as generally envisioned by the library patron, and list examples of each.
2. Identify six general purposes of almanacs and yearbooks and cite sources to support purposes.
3. Classify the scope of general almanacs and yearbooks into broad categories.
4. Prepare a checklist of evaluative criteria for selection.

III. Activities, Information, and Materials:

1. "Almanacs" (Facsimile copies of historical interest)
2. "Almanacs and yearbooks." Wichita, Kansas, Library Filmstrip Co.
3. Cheney, Frances Neal. Fundamental reference sources. ALA, 1971. Chapter 6.
4. Dempsey, David. "Waterfalls and tall buildings," Harper's Magazine 218: 93-95. March, 1959.
5. Dunlap, Florence. "The Eternal aid: Lo, the almanac," RQ 8: 13-15. Fall, 1968.
6. Katz, William A. Basic information sources. McGraw-Hill, 1969. Chapter 8, Vol. I.
7. McDonald, Dwight. "The Triumph of the fact" in his Against the American grain. Random House, 1963. p. 393+
8. "100 Whitakers," Times Literary Supplement, November 30, 1967. p. 1128.
9. Tebbel, John. "A Century of the World Almanac," Saturday Review 50: 62-63. December 9, 1967.

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Area: Basic Reference Resources
Module #7: Handbooks and Manuals

I. Objective:
To define the concept and scope of Handbooks and Manuals and to describe evaluative criteria for selection.

II. Example of Mastery Items:

1. Describe the fine-line distinction between a handbook and a manual and cite several illustrative reference questions to support the distinction.

2. Name and describe pertinent considerations for an evaluative checklist for selection and use.

III. Activities, Information, and Materials:

1. ALA Glossary of Library Terms.
2. Bass, R. "Scott's: The spectacular of stamps," Coronet 48: 149-152. October, 1960.
3. Cheney, Frances Neal. Fundamental reference sources. ALA, 1971. Chapter 6.
4. "Handbooks." Wichita, Kansas, Library Filmstrip Center.
5. "The Harvey Round revised," Times Literary Supplement. November 30, 1967. p. 1168.
6. Hutchins, Margaret. Introduction to reference work. ALA, 1944. Chapter 8.
7. Katz, William A. Basic reference sources. McGraw-Hill, 1969. Chapter 9, Vol. 1.
8. Marshall, J.D. "John Bartlett and his question book," Wilson Library Bulletin 30: 250-252. November, 1955.
9. Pierson, Robert. "Is Moby Dick the whale or the captain?" RQ 7: 21-24. Fall, 1967.
10. Pollack, J. "Amy Vanderbilt: New queen of etiquette," Today's Health 39: 22-25. April, 1961.
11. Subscription Books Bulletin Reviews, 1956-
12. Winchell, Constance. Guide to reference books.

Area: Basic Reference Resources
Module #8: General language dictionaries

I. Objective:
To define the term "dictionary" and to identify and describe the antecedents to our contemporary general language dictionaries.

Objective:
To define and to distinguish between the primary and the secondary functions of a general language dictionary, and to describe evaluative criteria for selection.

II. Example of Mastery Item:

1. Identify the leading English-language lexicographers of modern times, and draw a distinction between the descriptive advocates and the prescriptive group.
2. Identify the characteristics of a good general language dictionary and list the uses of such.
3. List the various aspects of language covered by the leading general language dictionaries on the market today.
4. Compile an evaluative checklist for the selection of general language dictionaries, and identify current sources for professional reviewing opinion.

III. Activities, Information, and Materials:

1. Booklist and Subscription Books Bulletin 63: 803-807. April 1, 1967.
2. Cheney, Frances Neal. Fundamental reference sources. ALA, 1971. p. 98-152.
3. Katz, William A. Basic information sources. McGraw-Hill, 1969. Chapter 10, Vol. 1.
4. Kilburn, P.E. "Gentleman's guide to linguistic etiquette: The American Heritage Dictionary of the English Language," Education Digest 36: 52-53. August, 1970.
5. Krutch, Joseph Wood. "Who says its proper English?" Saturday Review 50: 19-21 and 132. October 14, 1967.
6. Laski, Marghanita. "Reading for OED," Times Literary Supplement. January 11, 1968. p. 37-39.
7. Millard, Eugenia L. "Dr. Johnson's Dictionary," Wilson Library Bulletin 30: 686-688. May, 1956.
8. Newton, A.E. "Pathos and humor of Dr. Johnson's Dictionary," Atlantic Monthly 139: 502-511. April, 1927.
9. "Picture dictionaries, and enrichment source for the primary grades," School Library Journal 9: 19-20. April, 1963.
10. Sledd, James H. Dictionaries and that dictionary. Scott-Foresman, 1962.
11. Subscription Books Bulletin Reviews, 1956-

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Area: Basic Reference Resources
Module #9: Biographical Sources

I. Objective:
To define the nature of biography, its scope and main types, and to compile a list of evaluative checkpoints for its selection and use, and to establish the importance of various indexes in relation to biography in collections.

II. Example of Mastery Item:

1. Define biography as a literary form.
2. Identify and describe three main types of biography.
3. Describe the relationship between biography and (a) encyclopedias (b) periodical indexes, (c) card catalog, (d) newspaper indexes, (e) indexes to individual biographies, and(f) handbooks and manuals.
4. Prepare a checklist of evaluative criteria for selection.
5. Define and distinguish among (a) contemporary biography, (b) retrospective biography, (c) national biography, (d) auto-biography, (e) individual biography, (f) professional biography, and (g) subject biography.
6. Identify and describe four primary values of the specialized biographical work.

III. Activities, Information, and Materials:

1. "Biography: Background for inspiration." Wichita, Kansas, Library Filmstrip Co.
2. Cheney, Frances Neal. Fundamental reference sources. ALA, 1971. Chapter 3.
3. Field Trip: Visit American Men of Science. Tempe, Arizona
4. Hopkins, J.G.E. "DAB, continuing enterprise," Library Journal 83: 1978-1982. July, 1958.
5. "How did he get in Who's Who?" Changing Times 11: 38. May, 1957.
6. Hutchins, Margaret. Introduction to reference work. ALA, 1944. Chapter6.
7. Katz, William A. Basic information sources. McGraw-Hill, 1969. Chapter 11, Vol. I.
8. Waugh, Evelyn. "Hands off Smith," Spectator (London) June 19, 1959. p. 894-895.
9. Whitmore, G. "Some sources of contemporary biography," Library Review 113: 18-24. Spring, 1955.

Area: Basic Reference Resources
Module #10: Directories

I. Objective:
To define the term "Directory" - its purpose and scope and to establish a checklist of evaluative criteria for selection and use.

II. Example of Mastery Item:

1. List and describe the five categories into which most directories may be divided.
2. List the qualities of a useful directory. Indicate weaknesses to avoid. Compile an evaluative checklist for selection and use.

III. Activities, Information, and Materials:

1. Cheney, Frances Neal. Fundamental reference sources. ALA, 1971. (See index for scattered references to directories)
2. Dick, R. P. "Compilation of the telephone directories," Indexer 3: 10-16. Spring, 1962.
3. Katz, William A. Basic information sources. McGraw-Hill, 1969. Chapter 12, Vol. I.
4. McNierney, M. A. "Compiling a business and financial service directory," Special Libraries 54: 213-214. April, 1963.

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Area: Basic Reference Resources
Module #11: Geographical sources

I. Objective:

To describe the nature, scope, and history of geographical reference sources, and to define evaluative criteria for their selection and use, and to demonstrate and to stimulate creative ideas for teaching the uses of place media to the patron.

II. Example of Mastery Item:

1. List a variety of reasons for consulting geographic sources, and relate these reasons to some typical questions pertinent to the curriculum of a school.
2. List the advantages of geographical sources over more generalized reference books.
3. Identify the three large categories into which geographical sources may be divided. Define and distinguish among these three categories.
4. In retrospect, list several famous cartographers, and briefly discuss the work of each.
5. List the best known of the contemporary publishers of place media.
6. Compile an evaluative checklist of criteria for selection of geographical sources. Prepare a definitive list of terms in need of precise definition.
7. Identify the role of government as a source for maps. Where is such material indexed?
8. Identify numerous sources for free and inexpensive map materials.

III. Activities, Information, and Materials:

1. Bartz, Barbara S. "Maps in the classroom," Journal of Geography 69: 18-24. January, 1970.
2. Cheney, Frances Neal. Fundamental reference sources. ALA, 1971. Chapter 7.
3. Clarke, Jack A. "State and local atlases," RQ 9: 232-234. Spring, 1970.
4. "Educated eater's Baedeker," Saturday Review 50: 30-31. July 1, 1967.
5. "Globe cruising." Wichita, Kansas, Library Filmstrip Co.
6. Gomez-Ibanez, Daniel. "World atlases for general reference," Choice 6: 625-630. July-August, 1969.
7. "Good Maps and Where to Find Them" Changing Times 19: 21-23. October, 1965.
8. "Hammond talking map." G.S. Hammond Co.

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Area: Basic Reference Resources
Module #12: Government publications

I. Objective:

To define the meaning and scope of the term "government document"; to explore problems relating to the source, organization, and retrieval of government publications; and to prepare an evaluative checklist for evaluation.

II. Example of Mastery Item:

1. Define the term "government document" - both in terms of (a) issuing agencies, and (b) use. Is there any difference between a document and a publication?
2. Identify problems in working with government documents, and suggest possible solutions, especially those applicable to the small and medium-sized library.
3. Categorize the various forms of types of government publications.
4. Prepare an evaluative checklist for selection.
5. Other than the usual sources, identify helpful works which are good as (a) current selection aids, and (b) selective documents by subject - but prepared by non-governmental agencies.
6. Identify useful guides which are helpful in tracing the development of legislation.
7. Outline the process of acquisition of government documents.

III. Activities, Information, and Materials:

1. Bockman, Eugene J. "Municipal reference libraries," Library Journal 87: 545-547. April 15, 1962
2. Bonn, George S. "Notes about a course in government publication," Journal of Education for Librarianship" 6: 3-7. Summer, 1965.
3. Brock, Clifton. "Implementing the depository law," Library Journal 90: 1825-1833. April 15, 1965.
4. Brock, Clifton. "The Quiet crisis in government publishing," College and Research Libraries 26: 477-489+ Nov. 1965.
5. Chamberlin, A. "A Great swanpoodle gazette," Saturday Evening Post 238: 90+ April 10, 1965.
6. Field Trip: Arizona State Library and Archives. Phoenix.
7. Field Trip: Hayden Library. Document Division. Arizona State University, Tempe.
8. Hutchins, Margaret. Introduction to reference work. ALA, 1944. Chapter 15.
9. Katz, William A. Basic information sources. McGraw-Hill, 1969. Chapter 14, Vol. I.

COURSE NO. AND TITLE: LS 481 Library Administration

REQUIRED IN: LS minor (elementary and secondary education majors)

PREREQUISITE COURSES: LS 463 or LS 464, LS 440, and LS 471

TEXTBOOKS, MATERIALS REQUIRED:

Gaver, M. Services of secondary school media centers; evaluation and development. Chicago: American Library Ass'., 1971

School library personnel task analysis survey (and) Task analysis survey instrument. Chicago: American Library Ass'n., 1969.

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MODULE TOPICS:

I. Functions of a school library media center
   - A. Program of services
   - B. Curriculum development
   - C. Instruction
   - D. In-service training
   - E. Acquisition, processing, circulation
   - F. Miscellaneous other functions

II. Organizational patterns
   - A. Internal relationships
     1. line and staff
     2. personnel utilization
     3. effective completion of all tasks
     4. responsibility/accountability
   - B. External relationships
     1. district office
     2. in-school personnel
     3. state or other governmental officials/departments
     4. professional organizations

III. Facilities for effective programs
   - A. Architectural considerations in relationship with program
   - B. Internal specifications (furniture, equipment, space allocations, etc.) for effective program.
   - C. Scheduling for maximum utilization

IV. Policies and procedures
   - A. Budget preparation
   - B. Other record-keeping
   - C. Selection policies
   - D. Acquisition, processing, circulation
   - E. Miscellaneous other policies and procedures

COURSE OBJECTIVES:

Completion of the management/administration course should provide the student with background information and experiences needed to develop skills required (1) to identify and fulfill the primary service responsibilities of a school library media center; (2) establish necessary organizational structures and optimal administrative arrangements; (3) plan and maintain the physical facilities required; and (4) develop and administer essential policies and procedures to carry out school library media center functions.

Area: Management/Administration
Module #1: Functions of a library media center (review)

I. Objective:

Given situations where the head of a school library media center must present his program, describe specific functions related to aims and objectives, curriculum development, instruction, inservice training, and public relations.

II. Example of Mastery Item:

(Students will choose one of the following and place it in a context appropriate to their individual situations, as a pre-test mechanism to see how well they meet the objective for the module BEFORE continuing.)

1. Make a presentation suitable for a parent teacher organization describing how a library media center contributes to a school's educational program.

2. Write a letter to a prospective employer (principal or superintendent) in which you describe how you would see a library media center becoming the center of a school's educational program.

3. Write a statement of aims and objectives for a school library media center, specifying immediate as well as long-term aims and objectives. Prepare this statement as though it were to be presented to the local school board considering dropping this facility.

III. Activities, Information and Materials:

1. Landmark statements from professional associations:

   a. "The School library: A materials center," American Library Association Bulletin, L (February, 1956) 81-90.

   b. "The School library as a materials center," Library Journal, LXXXI (February 15, 1956) 547-51.

   c. "The IMC, a systematic approach," AV Guide, November, 1970, p. 4ff.

2. Recent treatments:

   a. "Magic doors to the enchanted land (learning centers)," AV Guide, January, 1971, p. 10ff.

   b. "Development of instruction: focus of the LRC," AV Guide, November, 1971, p. 6ff.

c. "The IMC, a systematic approach," AV Guide, November, 1970, p. 4ff.

3. Films: "Resources for learning:" "At the center."

4. a. Statements of purposes and philosophies from libraries, AV centers, instructional materials centers, school library media centers as available.

b. Class views the film "At the center" or "Resources for learning" and discusses how these films might be used at a meeting with faculty, administration, and parents to describe the purpose and functions of an IMC.

c. Examination of existing statements of purpose with a view to commonality of functions and purposes described, as well as individual variances.

d. Depending on individual selection, class members will choose from specific problems of application in all aspects of the objective of the module, preparing a ditto of his results for each member of the class and participating in small group discussions of each of the topics. If they prefer, they may formulate their own problem in one of the concerns of the module's objective.

SLMP Module Specification LS 481

Area: Management/Administration
Module #2: Internal organizational patterns for effective management of the school library media center

I. Objective:

Describe the organizational structures which represent functional relationships that should exist within a SLMC staff, including processing, instruction, research, special services, administration, development of educational program, selection, production, collections development, etc.

Specific need to be met: Enlargement and expansion of narrow interpretations of staff responsibilities in view of the broad functions of the school library media center.

II. Example of Mastery Item:

1. Construct an organizational chart, indicating line of responsibility, composed of the following personnel:

   1 media director
   3 media specialists
   2 secretaries
   4 technicians
   4 parent volunteers
   6 student assistants (for credit)
   2 paid clerks

2. Outline professional tasks and clerical tasks associated with acquisition, circulation, and processing of audio-visual materials.

3. List some research tasks commonly performed by the media specialist, and some research tasks which may be satisfactorily performed by secretaries or clerks.

4. Outline appropriate activities of the media director in regard to instruction and supervision of the center, and some appropriate activities in the same which might be performed by parent volunteers and media specialists.

5. Under the umbrella of "special services" we find such items as faculty orientation, identification of excentional students, reading aloud to groups, and similar. List some special services which could be performed by 1) media director, 2) a media specialist, 3) a technician and 4) a parent volunteer.

III. Activities, Information and Materials:

1. a. American Library Association. School library personnel task analysis survey. AASL/NEA, 1969.

   b. American Library Association. Task analysis survey instrument. AASL/NEA, 1969.

   c. American Library Association/National Education Association. Standards for school media programs. 1969.

   d. Asheim, L. "Education and manpower for librarianship, first steps toward a statement of policy," ALA Bulletin, LXII (October, 1968) 1096-1105.

   e. Association for Educational Communications and Technology. Training programs for educational media technicians. Washington, D. C: AECT, 1972.

   f. Gaver, Services of secondary school media centers; evaluation and development. ALA, 1971.

   g. National Education Association. Paraprofessionals in schools. Washington, D.C.: The Association, 1972.

2. Handouts:

   a. Work-flow chart for selection
   b. Work-flow chart for processing
   c. Systematic planning flow chart (resources)
   d. Resources input flow chart
   e. Quality control for instructional system flow chart

3. Students will translate real-life situations and materials into model flow charts in order to be able to recognize all the components operating in the school library media center and with its clientele.

4. After choosing specific organizational problems, students will exchange their results in small-group discussions, presenting every class member with a dittoed copy of his findings. In this manner, although not each student will hear each student, every student will benefit from the problem-solving of every student.

SLMP Module Specification LS 481

Area: Management
Module #3: External relationships concerning school library media centers

I. Objective:
When asked, describe decision making relationships that should exist between a school library media center staff and the district library officers, the school principal, the teachers, the students, state education officials and other librarians.

II. Example of Mastery Item:

1. Know the difference between staff and line relationships.
2. Know the district library officer's area of responsibilities to the school library media center.
3. Know the relationship that should exist between the district media center officer and the school principal, and school media specialist.
4. Know the services of the district media center in providing services to the school media center.
5. Know the functions and services of the district media center to teachers and pupils.

III. Activities, Information and Materials:

1. Read:

Davies, Ruth Ann. The School library: A force for excellence R. R. Bowker, New York: 1969, Ch. 2, "The School library supervisor," pp. 227-242.

Association for Supervision and Curriculum Development: N.E.A. The Supervisor: New demands, new dimensions. ed. William H. Lucio, Washington D.C.: The Association, 1969.

2. Draw a diagram indicating line and staff relationships between district library officer, principal, school media personnel and teachers.

3. List the services a district library officer may provide a school library media center.

4. Field trip to a central media center.

5. List the qualifiations of a good district library officer.

Area: Management
Module #4: District library media centers

I. Objective:
To know the functions and organization of a district library media center in providing services to the school library media centers, to teachers, and other district personnel.

II. Example of Mastery Item:

1. Know the processes and services involved when providing:
   a. Centralized buying
   b. Centralized processing and cataloging

2. Know the services available to teachers for subject area materials.
   a. Securing of materials for evaluation
   b. Developing a process of evaluation for adopted or purchasing.

3. Know the responsibilities for inventory, and distribution of materials.
   a. District adopted materials
   b. State adoped materials

4. Know the availability of other materials
   a. Professional library-books, magazines
   b. Audio-visual material, 16mm film
   c. Materials for special education

5. Know the responsibilities to other areas in the central office for curriculum development and administration.
   a. Music
   b. Art
   c. Subject area course development
   d. Federal projects
   e. Administrators

6. Know responsibilities for organizing and defining the "flow of work" within the facilities for economic management of personnel and materials.
   a. Clerks--job descriptions and specific areas of responsibilities
   b. Physical organization of center to eliminate waste of "time and motion"

III. Activities:

1. Write a job description for a clerk in the central media center.

2. Write a list of evaluation qualities needed for personnel evaluation--include a range of percentage points for each.

3. Draw a "flow of work" diagram for buying, cataloging, processing and distribution that would indicate a study of "time and motion" components.

4. Visit a local central media center.

SLMP Module Specification LS 481

Area: Management
Module #5: Facilities and program planning

I. Objective:

1. Given a description of curricular goals, number of students, and instructional activities, write performance specifications that describe characteristics of the environment needed for the instructional activities to occur.

2. Describe key functions and activities of media centers that must be accounted for in writing performance specifications for these centers.

3. Describe general kinds of ventilation, lighting, acoustics, etc. that should be specified in performance specifications and identify examples of each.

4. Identify examples of performance specifications and describe their role in client communication with architects.

II. Example of Mastery Item:

A high school curriculum is designed primarily to teach a number of skills in academic subjects including science, math, English and social studies. The school is on a modular schedule. Students at times engage in large group, small group, and individual study. A new facility is planned to implement the new curriculum which is to be highly flexible and stress tailoring to meet individual needs. The school will house 1000 students. Discussions with professional staff revealed that teachers plan to make great use of the media in all aspects of instruction, but intend to use the media resource center primarily for small group and individual instruction. Teachers expressed a desire to use small groups for discussions, role playing, and gaming activities. They also expressed a desire to produce their own materials and have students produce mediated presentations as projects. They also want students to individually use a variety of media resources for instruction and that the center would have a substantial multi-media collection for teachers and student use. They hoped the center would be open after school hours and would have individual, small group, and production spaces available and that center would have informal and formal study environments. Experience indicated that no more than 25% would likely use the center at any one time or that no more than 30 students and teachers would use production facilities at any one time.

Write a set of performance specifications that would convey these needs to architects. Describe the location of the center in relation to the rest of the school and the relationships of different spaces within the center that would be used to implement many of the activities and functions described above. Describe key environmental characteristics of each space (acoustics, ventilation, etc) in terms of the activities to be performed in each space and in terms of the relationships of the space to other spaces. Be sure to account for general overarching considerations like flexibility and costs when writing your specs. Be sure to also account for key functions performed by most media centers when writing your specs.

Mark A by statements below that are performance specs. Mark B by statements below that are not performance specs.

1. Walls should not be load bearing.
2. Walls should be 3 inches thick.
3. Doors should be 3 feet wide.
4. Entrances and exits should accommodate peak loads of up to 300 students for any given 5 minute period.
5. Entrance and exits should be placed away from lockers, waiting areas, large group instruction areas and other spaces where congestion is likely to occur.

Which one of the following statements is a performance specification?

a. The building should be ready for occupancy October 15.
b. Ceilings should be acoustically treated.
c. Roofs should be shake shingled in French Colonial style.
d. Walls should be pre-stressed concrete and reinforced every ten feet.

Which one of the following best describes the term performance specification?

a. It describes the contractor's performance in construction.
b. It is the most essential component of building contracts.
c. It specifies the form the building should have when completed.
d. It describes what different building components should do.

Which one of the statements below is <u>not</u> a step in the process of writing performance specifications?

a. Describing environmental capabilities.
b. Listing types of instructional activities.
c. Try-out and revision of initial guidelines.
d. Stating design factors.

List the three steps of the process mentioned above in their proper order.

Which of the following is not an environmental capability?

a. Furniture
b. Temperature
c. Acoustics
d. Congestion Control

Which of the following is not a design factor?

a. Equipment
b. Ventilation
c. Materials
d. Space

Which one of the following specifies the environmental capability of congestion control?

a. Lights should be individually controllable.
b. Surfaces should be scratch resistant.
c. Provide each learning space with at least two exists.
d. Carpets should be non-flamable.

Which one of the following specifies characteristics of materials to be used in meeting given environmental capabilities?

a. Air should completely recirculate each hour.
b. Furniture should not be attached to floors.
c. Carpets should be non-flamable.
d. Lights should be independently wired.

Which of the following is not an overriding consideration in specifying aspects of educational environments?

a. Dependability
b. Flexibility
c. Cost
d. Technology

Mark the letter of the overriding consideration listed as an alternative in question above that is accounted for the specification below.

Ventilation conduits and ducts should be able to be moved to different areas of a space.

Telephone wires should connect each space.

III. Activities:

1. Have students visit media centers and discuss school programs.

2. Have them write reports critiquing the ways the physical environment of the media center contributes to or detracts from these goals.

3. Have students visit an architectural firm to view its operations and ascertain how architects work with clients.

4. Provide students with layouts of traditional libraries or media centers pointing out the adequacies or inadequacies of these layouts.

IV. Information and Materials:

a. Christine, E.R. "Planning your resource center," American School and University, Sept. 11, 1970, pp. 24-28.

b. Coffey, M.G. and DeKieffer, R. "Shaping an audiovisual center for the future, by design." American School and University, 41, 1969. pp. 44-45.

c. Davis, H.S. Instructional media center. Bloomington, Ind.: Indiana University Press, 1971.

d. Locatis, C. "Writing performance specifications," ASU, Mimeo.

e. The School library: Facilities for independent study in the secondary school. New York: Educational Facilities Laboratory, 1963.

f. Standards for school library media programs. Chicago, Ill: American Library Association, 1969, pp. 39-51.

g. Teaching the One and the Many. 16mm film.

SLMP Module Specification LS 481

Area: Management
Module #6: Planning district media centers

I. Objective:

Construct a plan for a district media center. The plan must include: a) a description of the functions the center would perform to meet the district's own peculiar needs, b) a description of activities and processes that would have to occur in order to perform these functions, c) a description of staff and their working relationships, d) a description of the line and staff relationships of the district center director with other professionals within the district and e) suggested strategies for implementing the plan.

II. Example of Mastery Item:

1. You have been asked to help plan a district media center for the Pushover School District. Read the attached description of the district, job descriptions of key district personnel outside the media center, and budget. (These would be provided.) List the functions and activities the media center might perform to meet the needs of the district. List the kinds and numbers of personnel needed in the center to perform these functions and describe the jobs they would perform. Construct an organization chart that indicates line and staff relationships within the center. Describe the staff and line relationships of the district media center's director to other district personnel. Tell how decisions regarding specific functions (e.g., textbook selection) would be made.

2. A district media center performs the following functions: central purchasing, central processing and cataloging, inventorying maintaining AV equipment, coordinating selection and evaluation of materials, storage and distribution of 16mm films, coordination of TV services and production of TV lessons working in concert with teachers and curriculum specialists. a) Construct a flow chart for each process performed by the center. b) Write job descriptions for personnel needed to perform these functions. c) Construct an organization chart indicating authority relationships within the organization and describe how decisions related to the articulation of different functions would be made.

III. Activities:

1. Have students observe, monitor or participate in any local planning studies for central centers that may be underway.

2. Give students organization charts and job descriptions of personnel. Have students identify those personnel with whom a district center director would most likely have either staff or line relationships.

3. Give the students a list of school district personnel similar to the one below and have students indicate the personnel with which a center director usually has an authority or line relationship and those persons with which he usually has a staff or consultative relationship.

   a. Graphic artist
   b. Director of television
   c. Principals
   d. Teachers
   e. School media center librarians
   f. District director of curriculum
   g. District director of guidance and research
   h. District coordinator of music
   i. Supervisor of data processing

4. Give the students descriptions of central media center director work relationships (like the ones below) and have them tell whether or not they are staff or line.

   a. A central media center director works with a team of English teachers and the District Curriculum Specialists in selecting new textbooks. Duties include identifying potential texts and related materials and rendering a professional opinion of their quality.

   b. A central media center director presents a budget to the Board of Education. Duties include explaining essential features of the budget and modifying the budget in accordance with Board decisions.

   c. A central media center director works with center staff to develop film distribution procedures. Duties include approving final procedures, monitoring problems, and making changes in procedures when necessary.

5. Give students lists of functions of district and school media centers and have them tell which are typically performed at the district level and which are not. Given functions may include the following:

   a. Purchasing of materials for entire district
   b. Catalogs and materials
   c. Distributes equipment and 16mm films
   d. Selects and stores materials for each school
   e. Coordinates with data processing

6. Give students definitions of staff and line relationships like the ones below and have them indicate whether they are staff or line.

   a. A relationship where one has authority over others and is directly responsible to others.

   b. A relationship where one has not direct authority, but is expected to work with others on an informal, consultative basis.

7. Have students visit a district media center, and write a short description of the tasks performed by each individual within the center.

8. Have students draw a "flow of work" diagram for buying, cataloging, processing, distribution and other central center functions that would indicate a study of "time and motion" components.

IV. Information and Materials:

Read:

Davies, Ruth Ann. The School library: A force for excellence. R. R. Bowker, New York: 1969, Ch. 2, "The School library supervisor," pp. 227-242.

Association for Supervision and Curriculum Development: N.E.A. The Supervisor: New demands-new dimensions, ed. William H. Lucio. Washington, D. C.: 1969.

SLMP Module Specification LS 481

Area: Management
Module #7: Policies and procedures

I. Objective:

Name and briefly describe the major policies that should be covered in a school library media center policy manual. An acceptable performance should meet the checklist requirements attached.

II. Example of Mastery Item:

Name the major policy areas that should be covered in a school library media center policy manual. Describe the content to be covered in policy manual. (See checklist attached for criteria.)

III. Activities, Information and Materials:

1. a. Example policy statements from elementary and secondary schools should be available for review and criticism.

   b. Educational policies service. Waterford, Conn.: National School Board Association.

   c. Outline of a personnel organization and policy manual. New York: New York Library Association, 1969.

   d. Policies and procedures for the selection of school library materials. Chicago, Ill: American Library Association.

2. a. The instructor may provide students with policy manuals and critical incidents. Students would describe how the incidents would be handled within each policy statement.

   b. Discuss each policy area and note different practices related to policy.

   c. The instructor should point out the utility of having a written statement of the SLMC policies.

Policy
SLMC Major Areas: Checklist

The student is not expected to construct policy statements. He should name the policy areas which follow and describe contents that are capable of answering the following questions.

1. Philosophy and Program
   - Why does the SLMC exist?
   - What services does the SLMC provide?

2. Selection of Materials and Equipment
   - Who is responsible for selecting materials and equipment?
   - What criteria are used to determine what is purchased, rented, or leased?
   - How are challenged materials handled?

3. Production of Materials
   - Who owns materials produced in the SLMC?
   - What support is given in the production of materials?
   - What kinds of production activities can be carried out in the SLMC?
   - Who is responsible for the quality and content of materials produced in the SLMC?

4. Media Center Staff
   - Who is responsible for decisions regarding the hiring and retention of SLMC personnel?
   - What criteria are used to hire and retain SLMC personnel?
   - What are the major areas of responsibility for each staff member?

5. Technical Services
   - What materials and equipment are cataloged and stored in the IMC?
   - What system is used for classifying, cataloging, and storing materials and equipment in the SLMC?
   - What criteria are used to determine replacement of materials and equipment?
   - Who is responsible for providing maintenance of materials and equipment?

6. Circulation and Utilization
   - Who may use the SLMC resources and facilities?
   - To what extent are staff and patrons liable for damage to materials, facilities and equipment?

Area: Management
Module #8: Acquisitions of materials

I. Objective:
Administration of the process of selection and acquiring of materials to be purchased.

II. Example of Mastery Item:

The student will be able to --

1. Describe the process of selecting materials.
2. Describe the process of ordering materials.
3. Describe the process of receiving materials.
4. Describe the sequence of activities involved in the processing of materials.
5. List the policies needed to clarify the selection of materials.

III. Activities, Information and Materials:

1. See attached references for reading.
2. Compare automated and manual methods of acquisition of materials.

Bibliography

1. Brown, James W. and Kenneth Norberg. Administering educational media. New York: McGraw Hill, 1965. Ch. 4.

2. Davies, Ruth Ann. The School library; a force for excellence. New York: Bowker, 1969. Appendix H, I, and K.

3. Douglas, Mary Peacock. The Teacher-librarian handbook, 2d ed. Chicago, Ill.: American Library Association, 1949. Ch. 5, 6.

4. Drexel Library Quarterly. "Charging systems." July 1965.

5. Fargo, Lucille. The Library in the school. Chicago, Ill.: American Library Association, 1947. Pt, 5.

6. Gaver, Mary V. Services of secondary school media centers. Chicago, Ill.: American Library Association. 1971.

7. Hensel, Evelyn and Vedlete, Peter D. Purchasing library materials in public and school libraries. Chicago, Ill.: American Library Association. 1969. p. 54-88.

8. Illinois Libraries. Vol. 52. No. 7, School media issue. Illinois State Library.

9. Illinois Libraries. Vol. 54 No. 5, "Library cooperation: School libraries in Illinois." Illinois State Library.

10. Loose leaf notebook. Dave Mamalis, compiler.

11. Mahar, Mary Helen. Ed. School library supervision in large cities. U.S. Department of Health, Education, and Welfare. Gov't. Printing Office, 1966.

12. National Association of Secondary-School Principals'. The Bulletin. Vol. 50 No. 306, Jan. 1966. "Libraries in secondary schools."

13. Stone, Elizabeth W. New directions in staff development. Chicago, Ill.: American Library Association. 1971.

14. Woffood, Azile. The Library in the school. Chicago, Ill.: American Library Association, 1959.

Area: Management
Module #9: Circulation of materials

I. Objective:
To develop an acceptable system for circulation of materials.

II. Example of Mastery Item:

1. Define the sequential activities involved in a plan for circulation of materials.

2. Describe policies needed to manage problems of circulation. (Example: overdues, damage, lost items, etc.)

3. Make a schedule for required personnel to cover the activities involved in the circulation of material.

4. Evaluate statistical information for annual reports.

III. Activities, Information and Materials:

1. See reading references as given for module #8.

2. Evaluate automated versus manual circulation procedures.

Area: Management
Module #10: Scheduling for use of facilities

I. Objective:
Correlate time to the needs of the program, students, and other personnel in scheduling the use of facilities.

II. Example of Mastery Item:

1. Write a paragraph explaining the effect of the school's program on scheduling.

2. Establish the necessary logistics of space, equipment, and materials to meet the needs of scheduling.

3. Develop a policy for facility usage which will involve teachers, students, and media personnel.

III. Reading and Activities:

1. See reading references as given for module #8.

2. Field trip to public library and school library.

Explanatory note regarding those modules to follow labeled "OPTIONAL":

In order to further individualize subject matter contained in LS 481, optional modules were prepared from which a student could choose one (or more) for an in-depth project. Students were encouraged to choose areas in which they felt a lack of knowledge or understanding of the principles/practices inherent in the module.

Establishing procedures and methods falls to the lot of the school library media specialist. One of the most useful 'procedure books' which she/he originates is the Manual for student library aides/assistants.

A. Construct a student library manual to be used for students WORKING in the school library media center operation. Consider such elements as an introduction, summary of duties, eligibility requirements (grades, age, etc.) awards, library rules, conduct, dress, schedule, duties insofar as shelving, circulation, classification scheme, audiovisual materials, processing duties (typing, putting on jackets, pasting, etc.) inventory, book care and repair, bulletin boards or other display duties, helping other students, etc.---plus anything else you feel pertinent!

Be sure to specify grade level for which the manual is constructed, and be sure that your duties and expectations match the level you have identified!

Sources:

Douglas, Student assistant in the library.

Articles on this subject as identified in LIBRARY LITERATURE
READERS GUIDE TO PERIODICAL LITERATURE, etc.

Any real samples of manuals which you may locate in area schools.

OPTIONAL #2:

LS 481

The current status of paraprofessionals in schools, primarily in school library media centers, is of interest. Such factors as available manpower, effective utilization of personnel, legal proscriptions, varieties of training, etc. all enter into this picture.

A. Delineate tasks for three paraprofessionals in a school library media center. Remember that you must cover all the paraprofessional tasks with these three people, so by listing representative tasks for each, show how you would accomplish this. DO NOT try to account for all the paraprofessional tasks as set forth in the Task Analysis Survey, but be sure to select a few from EACH of the groups of tasks as identified in the Task Analysis Survey.

B. Prepare a brief job description for paraprofessionals hired to work specifically in the two areas given below, remembering they will be under the direct supervision of the professional school library media specialist.

   a. Textbook clerk
   b. Audiovisual equipment

Be sure to include level of education required for each post in your job description!

Sources:

ALA, Task analysis survey.
ALA, Standards for school library media centers.
Library technical assistant program (California)
Any local community college course descriptions for Lib. Tech..

Folder of job descriptions on reserve shelf, Room 306F.

The school library media center is a classroom, too, and needs management insofar as its atmosphere is concerned. Behavior of students in the school library media center is one aspect of this 'atmosphere'.

After reading a representative sampling of the sources identified here, PLUS LATER ARTICLES WHICH YOU WILL LOCATE IN LIBRARY LITERATURE AND EDUCATION INDEX, please write a 'policy statement' which would be appropriate for a school library center. You may set your own scene as to level of school in which the center is operative.

Sources:

Auerbach, A. DISCIPLINE THROUGH AFFECTION. Child Study Ass'n. of America. New York, 1945.

Delaney, Jack. THE SCHOOL LIBRARIAN. Shoe String Press, 1963 (various chapters)

Eisman, F. "An approach to discipline," LIBRARY JOURNAL, Dec. 15, 1959.

Howard, Alvin. "Discipline: Three f's for the teacher." THE CLEARING HOUSE, May 1965, pp. 526-529.

Kane, Ada. "Experience with discipline," WILSON LIBRARY BULLETIN, December, 1943, p. 300.

Mostar, Roman. "Trouble in the public library, Seattle case history," WILSON LIBRARY BULLETIN, November 1962, p. 258.

Schain, Robert. DISCIPLINE: HOW TO ESTABLISH AND MAINTAIN IT. Prentice-Hall, 1962.

Shermis, Samuel. "Discipline-Platitudes and possibilities." EDUCATION, December 1965, pp. 216-20.

Smith, Virginia. "When non-achievers shun the library," ALA BULLETIN, February 1965, pp. 31-33.

Sister Marian Frances. "Discipline is..." NEA JOURNAL, Sept. 1965.

Remember--discipline is a topic that concerns all educators, so you will find a good discussion in most up-to-date educational psychology and educational methods texts and general treatises.

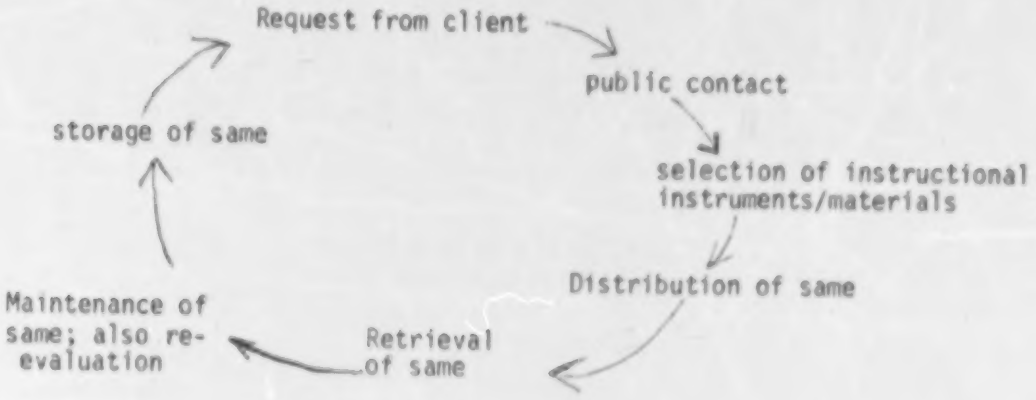
BEST COPY AVAILABLE

OPTIONAL #4

LS 481

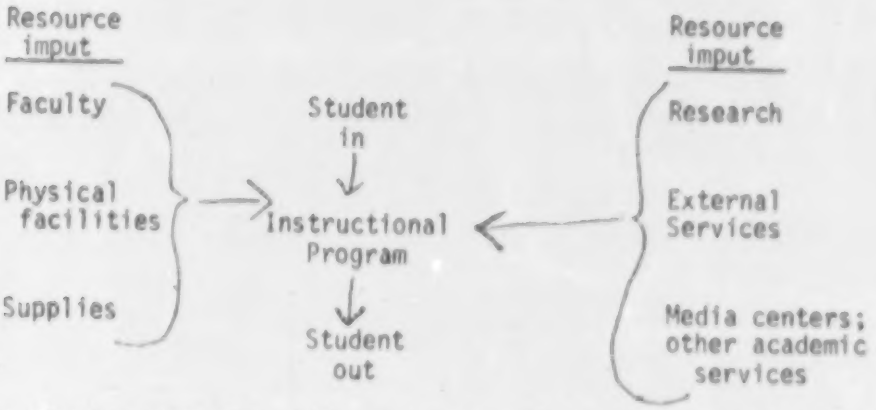
Translate the components of each of these flow charts into media center equivalents to show how the pattern works: (i.e. 'storage of same' would translated to: 'book replaced on shelf')

A. Systematic planning in resources:



Pose your own problem and substitute the elements of the problem in the above flow chart so that it shows what happens with real things, real people, and a real media library process.

B. 'The teacher is an educational planner...the materials are the methods.'



Remembering that the media center is only one of many elements a student uses in learning, pose a problem a student might face in school (preparing a report on population control) and translate the above components in terms applying to that problem (i.e. 'external services' might include a visit to the local clinic where free birth control information is dispersed, etc.)

Internal structure and Qualifications of staff

A. Construct an organizational chart showing line of responsibility and accountability for a staff composed of the following members:

1 school library media specialist (head)
2 paid clerks
4 parent volunteers
2 assistant library media specialists
2 secretaries
3 technicians (all-purpose)
6 student assistants

Use a solid line to indicate accountability/responsibility and a dotted line to show informal relationships/supervision/authority among and between staff members. Try to allocate your staff so that all personnel receive assistance and that all are correctly related one to the other.

B. Prepare a job description, including specific tasks to be performed, qualifications for the position (educational, experiential, etc.) and estimate of salary for each:

a. School library media specialist who is expected to direct a one-school media center

b. Technician who is expected to work in a one-school media center.

Set your own level (elementary, secondary, etc.). You may draw upon sources, personal experience, or interviews with 'real people' to obtain correct information.

Sources:

ALA, Standards for school library media programs
ALA, Task analysis survey instrument
ALA, School library personnel task analysis survey
Gaver, Services of secondary school media centers
Asheim, "Education and manpower for librarianship," ALA Bulletin, October, 1968, pp. 1096-1105

OPTIONAL #6

LS 481

Volunteer utilization in the school library media center

A. Outline a check-list of training procedures necessary to prepare a group of parent volunteers for work in a school library media center. Establish the age level of students served in the center, and make sure the training procedures are applicable to the level identified.

B. Construct a sample week's work schedule for five parent volunteers in the school media center described above. Establish the hours the media center is open, and remember that people have to eat, etc. Your regular staff ratio includes one head media specialist, one secretary, and one library clerk. These staff members need enter your schedule plan only as necessary; you do not have to plan their week, too!

Sources:

ALA, Task analysis survey instrument
ALA, Task analysis survey
Palo Alto Handbook for library volunteers

As a reading authority, the school library media specialist is interested in collecting data in reading habits of the clientele served, as well as its particular library skills knowledge. Test instruments to measure these two factors must be designed.

A. Construct a brief questionnaire designed to survey leisure reading interests of a suburban high school library media center's clientele.

B. Construct a brief library skills test instrument to measure the existing degree of knowledge of a school library media center's clientele. Set your own scene (elementary, secondary, etc.)

FOLDER of samples in Room 306F, there for your perusal and NOT to suggest the way you approach yours at all.

A. As an authority, the school library media specialist is invited to join accreditation committees, charged with the responsibility of evaluating existing school library media centers of other schools, as well as making recommendations for changes.

Without quoting specifics from the sources, formulate a group of factors you would evaluate in such a situation as described above. Such primary concerns as collections of materials, utilization of personnel, equipment and facility needs would logically be included, as would others.

Sources:

Guide for cooperative evaluation (State Dept. of Education, California)
AECT Check-list
ALA, Standards for school library media centers
ALA Bulletin, "Planning school library quarters," Feb., 1964.

B. Draw a floor plan, showing arrangement of furniture, shelves, circulation areas, etc. to be found in a modern school library media center.

Hint:
Various issues of LIBRARY JOURNAL and NATION'S SCHOOLS reproduce floor plans of innovative libraries.

The School library; facilities for independent study in the secondary school. New York: Educational Facilities Laboratory, 1963 (Ellsworth, ed.)

Davis, H.S. Instructional media centers. Indiana University Press, 1971

COURSE NO. AND TITLE: IM 311 Children's Literature

ELECTIVE IN: LS minor (elementary and secondary education majors) and EE Bachelor's program

PREREQUISITE COURSES: None

TEXTBOOKS, MATERIALS REQUIRED:
Arbuthnot & Sutherland, Children and books, 1972 Edition.
Boetto, My reading guide.

- -

MODULE TOPICS:

I. Prose types
   A. Types
      1. modern realistic fiction
      2. biography
      3. biography
      4. informational books
      5. folk tales
      6. fables
      7. myth and epic
      8. modern fantasy
   B. Characteristics
   C. Criteria
   D. Potential for social and personal development of child
   E. Methods of critique writing
   F. Major authors/Editors/Collectors
   G. Techniques of oral reading

II. Poetry types
   A. Types
      1. narrative, including ballads
      2. Mother Goose and nursery rhymes
      3. nonsense and humorous
      4. poetry of child's everyday world
      5. dramatic
      6. lyric
   B. Criteria and evaluation
   C. Survey of anthologies and individual works of major poets
   D. Techniques of oral reading of poetry

III. History and trends in children's literature
   A. The Beginnings of children's literature
   B. Books and authors as "landmarks" and/or new trends
   C. Historical and social influences
   D. Major trends from the beginning until the present

IV. Methods and techniques for presenting and promoting literature
   A. Art with literature
   B. Music with literature
   C. Visual materials
   D. Discussion and questioning techniques
   E. Dramatization
   F. The written book report and alternatives

COURSE OBJECTIVES:

The student will be able to recognize and identify the distinctive types of prose for children, together with representative major authors, and to evaluate according to given sets of criteria, books and stories within the prose types.

The student will present a selection of poems suitable for use with children, personally selected and evaluated according to the given criteria.

The student will identify the first books that marked the historical beginning of Children's Literature, and the subsequent books that marked "milestones: and/or emerged as trends in type, together with historical aspects and events by which they were affected.

The student will recognize and be able to describe methods and techniques of correlating with children's literature, art, music, dramatization, visual materials, and the communication arts of discussion and book reporting, together with given criteria pertaining thereto.

Area: Children's Literature
Module #1: Prose types

I. Objective:

The student will be able to recognize and identify the distinctive types of prose for children, together with representative major authors, and to evaluate according to given sets of criteria, books and stories within the prose types.

II. Example of Mastery Item:

1. The student will list and describe/define for each literary type the criteria pertaining thereto.

2. The student will present written critiques of books from each of the different prose types.

3. From a list of self-selected books read by the student, he will be able to write a critique using the main items of the criteria, of any designated book without consulting the book itself.

4. The student will list major authors/editors/collectors for each prose type.

5. The student will demonstrate oral reading of prose, meeting standards of given criteria.

III. Activities, Information, and Materials:

Students will read extensively books representing all literary types for children, self-selecting specific titles for each type. Students will select books from the Children's Literature collection of the Curriculum Section of the University Library, or other sources designated by the instructor.

Student will evaluate books representing each type, according to criteria relevant to literary merit and factors affecting the social and personal development of the child.

For information and given sets of criteria and discussion of each prose type student will read corresponding sections of the following reference as well as survey some of the references listed therein:

Arbuthnot and Sutherland, Children and books.
Scott-Foresman, 1972.

List of self-selected books will be recorded in the following:

Boetto, My reading guide.
University Bookstore, 1963.

Area: Children's Literature
Module #2: Poetry types

I. Objective:
The student will present a selection of poems suitable for use with children, personally selected and evaluated according to the given criteria.

II. Example of Mastery Item:

1. List and describe the main types of poetry for use with children.

2. List and describe the criteria applicable to the selection of good poetry and children.

3. Select and evaluate according to the criteria, twenty-four poems suitable for use with children, placing these poems in twelve given categories of subject/area headings common to the curriculum of the elementary levels.

4. Demonstrate oral reading of poetry, meeting standards of given performance criteria.

III. Activities, Information, and Materials:

Students will examine and survey anthologies and works of single authors as found in the Children's Literature collection of the Curriculum Section of the University Library, or other sources designated by the instructor.

Students will review the work and status of poets for children, together with identification of types of poetry and the suitability thereof according to criteria relevant to children's interests, ability levels, and developmental values and needs.

Students will consult sources listed below:

Arbuthnot and Sutherland, Children and books. Scott-Foresman, 1972.

Bamman, Dawson, and Whitehead, Oral interpretation of children's literature. Brown, 1964.

References listed in the bibliographies of the foregoing.

Area: Children's Literature
Module #3: History and Trends

I. Objective:

The student will identify the first books that marked the historical beginning of children's literature, and the subsequent books that marked "milestones" and/or emerged as trends in type, together with historical aspects and events by which they were affected.

II. Example of Mastery Item:

1. The student will identify and describe the first books designed for children.

2. The student will identify and describe the major trends in the history of children's literature from the beginning until the present.

3. The student will describe the major influences, both of historical events and of persons, affecting the history of children's literature.

III. Activities, Information, and Materials:

Read the history of children's literature as presented in the following and other references listed therein:

Arbuthnot and Sutherland, Children and books. Scott-Foresman, 1972.

Examine the collection of early children's books in the University Library, Special Collections.

SLMP Module Specification IM 311

Area: Children's Literature
Module #4: Methods and techniques for presenting and promoting children's literature

I. Objective:

The student will recognize and be able to describe methods and techniques of correlating with children's literature, art, music, dramatization, visual materials, and the communication arts of discussion and book reporting, together with given criteria pertaining thereto.

II. Example of Mastery Item:

1. List criteria for good illustration and art in children's literature.

2. Describe two ways of using art with children's literature.

3. Name three ways of correlating music with children's literature.

4. List four ways of dramatization. Demonstrate one way.

5. List five ways of reporting on books. Demonstrate two.

6. Demonstrate the use of two different types of visual materials.

7. Present a plan for the introduction and discussion of a self-selected book.

III. Activities, Information, and Materials:

The student will engage in activities utilizing techniques of dramatization, discussion, book reporting, and visual materials.

For information, criteria, techniques and methods, the student will refer to:

Arbuthnot and Sutherland, Children and books. Scott-Foresman, 1972.

Bamman, Dawson, and Whitehead, Oral interpretation of children's literature. Brown, 1964.

Bibliographies listed in the foregoing.

Area: Books, Libraries and Society
Module #1: Historical development

I. Objective:
Examine historical development of writing, printing, libraries as institutions of cultural heritage guardians, significance of such discoveries as the Rosetta Stone and Diamond Sutra.

Recognize contributions of early scribes and printers in the evolution and dissemination of knowledge.

II. Example of Mastery Item:

1. Define the following terms:

   hieroglyphics
   demotic
   cursive
   cuneform

2. Name the areas of the world where earliest "written" materials were produced.

3. Name some early materials used as implements for "writing" and as "writing" surfaces.

4. Name some methods used in early communication which were not "written" but which utilized natural materials.

5. What is the Rosetta Stone, and what was its significance?

6. What is the Diamond Sutra?

7. To what is the term "Book of the Dead" applicable and what uses were made of such "Books of the Dead"?

8. What services did ancient libraries of Greece and Rome provide, and what major purposes did they serve?

9. Describe the role of the librarian in Grecian libraries, and contrast it with the same role in Roman libraries.

10. Outline the procedures used in monestic library scriptoriums.

11. What is meant by incunabula?

12. What is meant by illuminated manuscripts, and name one outstanding example of same.

13. Identify by nationality the following printers, and list at least one major work for which each was responsible.

    For each of the printers listed, list several contributions to the art and development of printing for which he was responsible.
    (Gutenberg, Caxton, Plantin, Manutius, Baskerville, Morris, Franklin)

III. Activities, Information and Materials:

1. Films: The history of writing
   Papyrus
   Paper
   Images Medievales
   History of printing

2. Realia:
   - scrolls
   - parchment sample
   - wax tablets
   - notched stick
   - clay tablets
   - papyrus sample
   - knotted rope
   - actual page from Book of hours, circa 1350 (France)

3. Posters depicting early libraries

4. Students will visit exhibits of rare books in local libraries, museums, or private collections.

   a. Gates, Introduction to librarianship, pp. 5-94.

   b. Metropolitan Museum of Art. Calendar for 1965: Twenty-eight illuminations from The Belles Heures of Jean, Duke of Berry (1413?) The Museum, 1964.

   c. Replica, The Hours of Jeanne D'Evreaux, Queen of France (1328?) Metropolitan Museum of Art, 1957.

5. Handouts: Chronology of development of printing
   Chronology of development of writing/paper in China

6. Representative titles from bibliography for outside reading and in-class discussion:

   a. Bartlett, The typographic treasures in Europe
   b. Blades, Books in chains
   c. Carter, The invention of printing in China and its spread Westward
   d. Haebler, The study of incunabula
   e. Winterich, Early American books and printing
   f. Wroth, History of the printed book

Area: Books, Libraries and Society
Module #2: Function of libraries: Acquisitions

I. Objective:
Investigate one of the primary functions of libraries (acquisitions of materials) insofar as procedures, staff responsibilities, selection practices, automated aspects, are concerned. Terms connected with acquisitions will be recognized.

II. Example of Mastery Item:

1. Define these terms:

acquisitions	jobber
bibliographic information	order information
Bookdealer	process record
claim	provenance
dead file	remainders
invoice	till-forbid orders
want list	

2. In any type of library, there are certain basic acquisition procedures. What are they?

3. Outline the tasks of the acquisitions librarian and the tasks of the paraprofessional in an acquisition department.

4. Give some examples of how requests for acquisitions come to an acquisitions department.

5. In what areas of acquisitions have automated processes become important?

III. Activities, Information and Materials:

1. a. Gates, Introduction to librarianship, pp. 143-151.

b. Gaver, Readings in building library collections. Scarecrow Press, 1969. Vols. 1 and 2.

c. Wulfekoetter, Acquisition work: Processes involved in building library collections. Univ. of Washington Press, 1961.

2. Visit acquisitions department of major library in area, more than one type if possible.

SLMP Module Specification LS 423

Area: Books, Libraries, and Society
Module #3: Functions of libraries: Organization of materials

I. Objective:
Examine major schemes of library classification, staff responsibilities, main libraries and branches, central and decentralized libraries in schools, and problems connected with organization of materials.

II. Example of Mastery Item:

1. What are the two major library classification schemes, where are they usually found in use, and what are some characteristics of each scheme?

2. Describe procedures connected with preparing periodicals for circulation.

3. Describe procedures connected with preparing books for circulation.

4. Describe procedures connected with preparing specified non-print materials for circulation.

5. Describe typical relationships between main libraries and their branches insofar as organization of materials is concerned.

6. Describe attributes of centralized school libraries and decentralized school libraries.

7. Outline some problems connected with organization of library materials.

III. Activities, Information and Materials:

1. Transparencies describing Dewey Decimal System.

2. Handout describing Library of Congress system.

3. Gates, Introduction to librarianship, pp. 143-151.

Area: Books, Libraries and Society
Module #4: Functions of libraries: Dissemination of information

I. Objective:
Familiarization with staff positions/responsibilities, methods of circulation, library publications, bookmobiles, automated aspects, and mutual cooperation among libraries.

II. Example of Mastery Item:

1. Outline some typical responsibilities of each of the following library staff positions:

   a. reference librarian
   b. circulation librarian
   c. children's librarian
   d. young adult librarian
   e. extension librarian (state and county)
   f. elementary school librarian
   g. junior/senior high school librarian
   h. rare book librarian
   i. special librarian

2. Describe several methods of circulation used in libraries today, defining the type of library in which each method described would be used.

3. What are some types of library publications? What purposes does each serve?

4. What are some typical duties performed by the bookmobile librarian?

5. What are some areas in which automation has proven useful in dissemination of information?

6. Identify some current methods of mutual cooperation among libraries in furthering the better utilization of materials and information.

III. Activities, Information and Materials:

1. Sample library publications (booklists, brochures, magazines) as well as local production as available.

2. Sample check-out cards, identification cards, et cetera as available.

3. Clapp, "Public libraries and the network idea," Library Journal, January 15, 1970, pp. 121-24.

4. Gates, Introduction to librarianship, pp. 143-151.

5. Simkin, Cooperative resources development. New York: N. Y. Metropolitan Reference and Research Library Agency, May 1970.

SLMP Module Specification LS 423

Area: Books, Libraries and Society
Module #5: Librarianship as a profession

I. Objective:

Define characteristics of any profession, with particular application of them to librarianship. An attempt to produce a revised Code of Ethics for librarianship will be made.

II. Example of Mastery Item:

1. Enumerate the generally recognized characteristics which distinguish a profession, and explain how they apply to librarianship.

2. After a careful study of the existing Code of Ethics, prepare a revision more suitable to present-day application. At least two sections of the Code should be revised in their entirety, with suggestions for others acceptable.

III. Activities, Information and Materials:

1. Bundy, "Professionalism reconsidered," College and Research Libraries, January, 1968, pp. 5-26.

2. Fetros, "The search for a code of ethics," American Libraries, Vol. 2, 1971, pp. 743-46.

3. Gates, Introduction to librarianship, pp. 95-132, 367-374.

4. Hom, "The divine right of kings," American Libraries, Vol. 2, 1971: pp. 625-629.

5. White, "Toward professionalism," Special Libraries, February, 1969, pp. 69-73.

Area: Books, Libraries and Society
Module #6: Literature of librarianship

I. Objective:
Identification of major contributors to professional field and significance of their contributions, as well as a familiarization with current periodicals devoted to the trends/ changes/events in the field.

II. Example of Mastery Item:

1. A profession is built by pioneer practioners. Briefly identify each of these, with a note as to the major contributions/ influences/ or works for which they are important:

Melvil Dewey	Charles A Cutter
William Frederick Poole	John Cotton Dana
Ainsworth Spofford	Justin Winsor
Mary L. Titcomb	Jesse Shera
Mary Peacock Douglas	S. R. Ranganathan
Mary Gaver	
Helen Haines	
Louis Shores	

2. Characterize five of the following current periodicals as to:

a. contents
b. uses in libraries
c. special features for which each is noted:
(1) THE BOOK LIST
(2) LIBRARY JOURNAL
(3) AMERICAN LIBRARIES
(4) LIBRARY TRENDS
(5) WILSON LIBRARY JOURNAL
(6) SYNERGY
(7) SCHOOL LIBRARIES

III. Activities, Information and Materials:

1. Student examination of copies of major periodicals in the field (lengthy additional list to be supplied)

2. Gates, Introduction to librarianship, pp. 133-39.

3. Landau, Encyclopedia of librarianship. Harper, 1966.

4. Representative titles from bibliography of readings: Biographical directory of librarians in the United States and Canada. (ALA latest edition)

5. Who's who in library service. Shoestring, 1966.

SLMP Module Specification LS 423

Area: Books, Libraries and Society
Module #7: Education for librarianship

I. Objective:

Name and briefly describe the current types of educational programs available for librarians irregardless of specialization, including importance of accreditation of programs. Types of current preparation programs to train paraprofessionals will be described. Influences of professional organizations in educational matters will be examined.

II. Example of Mastery Item:

1. Describe several current programs to prepare librarians irregardless of specialization.

2. Identify a specified number of accredited library schools in the United States.

3. Describe the changing role of librarians from a traditional custodial function to a managerial function. A particular library may be chosen in which the description would apply (school, public, college, etc.)

4. Describe several programs to prepare paraprofessionals to work in libraries irregardless of type.

III. Activities, Information and Materials:

1. Guest speaker prominent in library professional organizations.

2. Asheim, L. "Education and manpower for librarianship", ALA Bulletin, October, 1968, pp. 1096-1118.

3. Brodman, "Philosophy of continuing education," Medical Library Association Bulletin, April, 1968, pp. 145-49.

4. California Community Colleges, Chancellor's Office. The library technical assistant program. Office of the Chancellor, Sacramento, 1970.

5. Education USA Special Report: Paraprofessionals in schools. National School Public Relations Association, 1972.

6. Gates, Introduction to librarianship, pp. 95-132, 357-374.

7. Oboler, "Library associations: Their history and influences" Drexel Library Quarterly, July, 1967, pp. 255-62.

SLMP Module Specification LS 423

Area: Books, Libraries and Society
Module #8: Types of libraries: Public

I. Objective:
Describe the evolution of the American public library system, the problems it faces today, and its particular services to children and young adults, as well as its relationship to school library media centers.

II. Example of Mastery Item:

1. Name outstanding events in the development of U.S. public libraries.

2. List some contributions made by Andrew Carnegie to U.S. public library development and the spread of knowledge.

3. Identify at least eight services usually provided to its patrons by the public library.

4. Name some major problems confronting public libraries today.

5. Identify some major trends evident on the public library scene today.

6. Describe the relationship, traditional and current, between a city's public library system and the school library media centers in that city's school system, including consideration of the types of services selection of materials, and philosophies of reading guidance implicit in this relationship.

7. List some of the non-print materials associated with public libraries from Roman times to now.

III. Activities, Information and Materials:

1. Guest resource speaker, preferably director, of local public library system.

2. Arthur, R. "History of public school libraries in Philadelphia," Catholic Library World, March, 1965.

3. Gates, Introduction to librarianship. New York: McGraw-Hill, 1969. Chap. 15, pp. 191-209.

4. Public Library Ass'n. Committee on Standards for Work with Young Adults in Public Libraries. Young adult services in the public library. Chicago: ALA, 1960.

5. Thompson, C S. Evolution of the American public library. Washington, D.C.: Scarecrow, 1966.

SLMP Module Specification LS 423

Area: Books, Libraries and Society
Module #9: Types of libraries: Special

I. Objective:
Identify examples of special libraries, their functions, services, and necessary staff preparation.

II. Example of Mastery Item:

1. Briefly define the term "special library", and give several examples to illustrate the definition.

2. Describe services given by a special library, including differences from a public library's services.

3. Identify necessary qualifications for both professional and supportive staff members in a special library.

4. List differences in the collection contents of a special library from that of a school library media center's collection and of a public library's collection.

III. Activities, Information and Materials:

1. Students will examine issues of Special Libraries and American Documentation.

2. Visit local library (hospital, prison, business, etc.) if possible, or obtain guest resource person from a special library's staff.

3. Gates, Introduction to librarianship. New York: McGraw-Hill, 1969. pp. 297-319.

4. Kruzas, A., ed. Directory of Special Librarians and Information Centers. Detroit: Gale Research, latest ed.

5. SLA. Handbook of special librarianship and information work. latest ed.

6. SLA. The special library profession and what it offers. latest ed.

SLMP Module Specification LS 423

Area: Books, Libraries and Society
Module #10: Federal government: Libraries under its jurisdiction, the national library (Library of Congress), legislation affecting libraries

I. Objective:
Describe the types and services of libraries sponsored by the United States government, including the Library of Congress, and identify major legislation affecting United States libraries, including school library media centers.

II. Example of Mastery Item:

1. Identify libraries established and maintained under the auspices of the U S.I S and describe their functions.

2. Identify materials contained in the National Archives.

3. Describe MEDLARS and its products.

4. Describe the development of the Library of Congress, list at least five of its major services, and name the present Librarian of Congress.

5. Name two federal advisory agencies specifically charged with national library matters of all kinds.

6. Outline the major provisions of the following legislative acts insofar as libraries of whatever type are concerned:
(1) Library Services Act (1956)
(2) Higher Education Act, Title 2, Part C (1965)
(3) Elementary and Secondary Education Act (1965)
(4) Library Services and Construction Act (1964)

7. Describe the goals of the Right to Read program, and name the current national director.

III. Activities, Information and Materials:

1. Film: Library of Congress

2. Presentation of school library media center constructed in International School.

3. Christine, E. "Enchallh--if Allah wills," Wilson Library Bulletin, June 1972.

4. Gates, Introduction to librarianship. New York: McGraw-Hill 1969. Chap. 13, pp. 152-260.

5. Guney, G. The Library of Congress. New York: Crown, 1966.

6. U S Library of Congress. The Library of Congress and its work.

SLMP Module Specification LS 423

Area: Books, Libraries and Society
Module #11: Types of libraries: County and State

I. Objective:
Identify standards for state libraries, their responsibilities, their current status and possible future development, and recognize connections between county libraries and school library media systems.

II. Example of Mastery Item:

1. List services for which a state library is considered responsible.

2. Name some problems in state libraries today.

3. Identify some current trends in regard to state libraries.

4. List some major provisions of the Standards for state libraries.

5. Describe the relationship between county libraries and school library media systems.

III. Activities, Information and Materials:

1. Students will research development of the state library system of their particular states.

2. Students will research Library Literature for current treatments of the subject.

3. ALA Library Extension Board. The state library agency: its functions and organization. Chicago: ALA.

4. Gates, Introduction to librarianship. New York: McGraw-Hill, 1969. Chap. 14, pp. 170-190.

5. Leigh, C. "Changing role of the state library," Wilson Library Bulletin, XLII (April 1968) 798.

6. Moneypenny, P. The library functions of the states. Chicago: ALA, 1966.

SLMP Module Specification LS 423

Area: Books, Libraries and Society
Module #12: Types of libraries: College/University

I. Objective:
Describe the evolution of the college and community college library system in the U.S., their present status, and current trends/problems.

II. Example of Mastery Item:

1. Name some major American college libraries, and list some important events in their development.

2. List some differences in academic libraries and other types of libraries such as public or special or school library media centers.

3. Identify usual services provided by the academic library.

4. Name several major problems facing academic libraries today.

5. Identify the types of materials found in academic libraries.

6. Name some areas in which academic libraries are attempting cooperative ventures, such as the Farmington Plan.

III. Activities, Information and Materials:

1. Film on local college's founding, if available.

2. Guest resource person: Local college librarian, preferably director.

3. Issues of College and Research Libraries will be examined.

4. Gates, Introduction to librarianship. New York: McGraw-Hill, 1969. pp. 261-296.

5. Kaser, D., ed. Books in America's past.

6. Shores, L. Origins of the American college library 1638-1800. New York: Shoestring Press, 1966.

Area: Books, Libraries and Society
Module #13: Types of libraries: School (traditional and current school library media centers)

I. Objective:
Describe the evolution of school libraries from their beginnings to current school library media center development, identifying expansion of traditional functions, services, collections, and preparation.

Objective:
Describe types of print and non-print media included in a school library media center's collection, specifying appropriate equipment necessary for their uses and physical accomodations necessary for housing and circulation of all media.

II. Example of Mastery Item:

1. List steps in the development of school libraries from their beginnings to present day.

2. Briefly define: school library media center.

3. Name usual functions performed in the school library media center, and identify expansions from traditional school library programs.

4. List several services commonly provided by a school library media center.

5. Identify customary staff positions in a school library media center, and list the professional preparations desirable for each.

6. Name some physical characteristics of today's school library media centers, and identify differences from physical characteristics of traditional school libraries.

7. Describe the types of print and non-print media included in a typical school library media center's collection.

8. Identify methods of circulation and storage for print and non-print materials used in a school library media center.

9 Formulate arguments in favor of decentralization of school library media centers as opposed to a central school library media center, within the same school setting.

10. Formulate arguments in favor of one centralized school library media center as opposed to a decentralized system, within the same school setting.

III. Activities, Information and Materials:

1. Visits to local school library media centers, as available.

2. Slides of exemplary school library media center, illustrating physical characteristics as well as materials contained.

3. ALA. School library personnel task analysis survey. ALA: Chicago, 1969.

ALA/NEA., Standards for school library programs. ALA: Chicago, 1960.

ALA/NEA. Standards for school media programs. ALA: Chicago, 1969.

Ahlers, E. "Library service; a changing concept," Educational Leadership, XXIII (March 1966) 451-54.

Brown & Lewis, A/V instruction; media and methods. New York: McGraw-Hill, 1969.

Bulletin of National Association of Secondary School Principals. Entire issue of January, 1966: "School libraries".

California State Dept. of Education. New media and changing educational patterns. Sacramento: The Department, 1966.

Christine, E. "Planning your resource center," American School and University, September, 1970.

Ellsworth, R. The school library; facilities for independent study in the secondary schools. New York: Educational Facilities Laboratory, 1963.

Encyclopedia Britannica School Library Awards materials on project schools.

Film: "And something more" (Knapp Foundation)

Gates, Introduction to librarianship. New York: McGraw-Hill, 1969. pp. 210-260.

Hicks & Tillin. Developing multimedia libraries. New York: Bowker, 1971.

Kemp, Jerrold, Planning and producing audiovisual materials. San Francisco: Chandler, 1968.

Knapp School Library Project sound filmstrips on all participating elementary and secondary project schools ("Living school libraries," "Three for tomorrow").

Mahar, M., ed. The school library as a materials center. Washington, D. C.: Govt. Print. Office, 1964.

Proposal for SLM Program at ASU, as submitted to AASL (ALA) Knapp Foundation, 1971.

Explanatory note regarding Module #14, LS 423 "AV Utilization and Production":

At the time this module was prepared, it was with the intent of integrating some elements of AV 411 into the existing course LS 423. It was taught Fall semester, 1972 in the manner outlined in the module.

However, it was the later unanimous opinion of the Library Science Department faculty that the entire course sequence of AV 411 be required of all candidates for the Library Science degree, and that LS 423 in its usual format be a suggested elective for candidates in the department.

Therefore, future modules for LS 423 might concern themselves with various problems in librarianship such as automation, censorship, library cooperation and networks of information, or similar topics, instead of content as shown in the following module #14.

Area: Books, Libraries and Society
Module #14: AV Utilization and Production

I. Objective:

Describe the utilization and production of selected simple media (opaque still pictures, demonstration boards, display systems, and overhead transparencies) and the utilization and operation of selected complex media (slides, filmstrips, audio, motion pictures, and television) in terms of various teaching-learning modes (presentation, interaction, independent study) and storage and retrieval problems related to a school library media center/instructional materials center.

II. Example of Mastery Items:

1. Produce a sample of one of the three types of opaque still pictures.

2. Produce a sample of one of the types of demonstration board materials.

3. Produce a sample of material suitable for a display system.

4. Produce a sample of a simple overhead transparency.

5. Operate at least one of the following:

   a. opaque projector
   b. overhead projector
   c. slide filmstrip projector
   d. audio tape recorder/record player
   e. 16mm motion picture projector.

6. Given an objective and a proposed teaching-learning mode, select an appropriate media and defend your selection based on the characteristics of that particular media.

III. Activities, Materials and Information:

1. Presentations/demonstrations in classroom will be followed by a laboratory session in which students will be involved in either the producation skills or operational skills appropriate to the topic.

2. Relevant portions of AV-501 on KAET, Channel 8 for viewing.

3. Gerlach/Ely. Teaching and media. Prentice Hall, 1971

4. Satterthwaite, Hunt, Graphics: Skills, media and materials. 1972.

5. Visuals: Slides, "Display systems" (McGraw Hill Media Kit)
Slides, "2x2 slides" (McGraw Hill Media Kit)
Slides, "Westward movement" (McGraw Hill Media Kit)
Films: Children learn from filmstrips
Chalk and chalkboards
Better bulletin boards
Multimedia kit: "Haiku poetry" (McGraw Hill Media Kit)
Overheads as appropriate

COURSE NO. AND TITLE: LS 464 Library Materials for Adolescents

REQUIRED IN: LS minor (secondary education major)

PREREQUISITE COURSES: None

TEXTBOOKS, MATERIALS REQUIRED:
Assigned special topics, 100 books for adolescents, assorted non-print materials for review.

- -

MODULE TOPICS:

I. Reading interests of adolescents
   A. Personal problems
   B. Social problems
   C. Escape and enjoyment
   D. Information

II. Environmental influences on adolescents
   A. Political
   B. Religious
   C. Economics
   D. Sexual

III. Adolescents are defined by physical, mental and social characteristics
   A. Developmental tasks to reach maturity
   B. Physical differences in rate of maturation
   C. Social needs to be developed

IV. Aids for selection of adolescent materials
   A. Jr. High Catalog and Supplements
   B. Sr. High Catalog and Supplements
   C. Booklist
   D. School Library Journal
   E. Horn Book
   F. Special bibliographies
   G. English Journal

V. Books for adolescents
   A. Criteria for selection
   B. Fiction - non-fiction
   C. Paperbacks
   D. Junior novels: use and problem oriented

VI. Magazines
   A. Personal problems and general information
   B. News and curriculum oriented
   C. Hobbies and special interests

VII. Non-print materials
- A. To enrich curriculum
- B. Personal involvement
- C. Criteria for judging

VIII. Guidance in use of materials
- A. Curriculum motivated
- B. Book talks
- C. Displays, bulletin boards
- D. Personal guidance

COURSE OBJECTIVES:

The students will be able to evaluate and select materials according to criteria. They will be able to understand the needs of curriculum and environmental influences as factors in material selection. They will be able to use selection tools and review original material for purchase of materials. They will know the interests, needs, and developmental tasks of adolescents and the use of materials to satisfy them.

SLMP Module Specifications LS 464

(Concurrent)

Area: Library Materials for Adolescents
Module #1: Reading Interests of Adolescents

I. Objective:
The student will know reading interests and other factors that affect the independent reading or non-print activities of adolescents.

II. Example of Mastery Item:

The student will:

1. List the major areas of reading interests:

   a. personal problems
   b. social problems
   c. information seeking
   d. escape and enjoyment

2. List the factors influencing reading interests:

   a. friends
   b. teachers and librarians
   c. culture and society
   d. sex
   e. age
   f. reading ability

III. Activities, Information, and Materials:

1. Attached reading list.*

2. Edwards, Margaret. The Fair garden and the swarm of beasts. NY: Hawthorn, 1969.

3. New York Library. Films for young adults: A selected list. Educational Film Library, 1970.

4. Munson, Amelia. An ample field. American Library Association, 1950.

5. Continue bibliography of materials reviewed.

*Appended at the end of this group of modules.

(Concurrent)

Area: Library Materials for Adolescents
Module #2: Environmental Influences on Adolescents

I. Objective:
The student will know environmental forces and their influence on adolescents and his reading habits.

II. Example of Mastery Item:

The student will be able to:

1. List the influences of the following factors on adolescent reading:

   a. politics
   b. religion
   c. economics
   d. sex

2. Read books and analyze their content for their application to the above factors.

3. Annotate the book for approximate maturation level, curriculum area, and relevancy.

III. Activities, Information, and Materials:

1. See attached reading list

2. Burton, Dwight. Literature study in the high schools.

3. Cassettes and slides from Center of the Humanities.

4. Maintain a bibliography of materials read and viewed.

(Concurrent)

Area: Library Materials for Adolescents
Module #3: Adolescents are defined by physical, mental and social characteristics.

I. Objective:
The student will know adolescence is a period of achieving specific tasks to reach maturity.

II. Example of Mastery Item:

The student will be able to:

1. List the developmental tasks of adolescents.
2. Read and analyze fiction books for the developmental task to which they relate.
3. Describe the characters in the books as to their experiences in aiding them to become responsible adults.
4. List non-fiction books that implement the developmental tasks.
5. Annotate the books read by indicating subject of curriculum, approximate grade range, and ability of the reader.

III. Activities, Information, and Materials:

1. Communication on adolescence: Normal adolescence: its dynamics and impact. NY: Scribners, 1968.
2. Friedenbeig, Edgar Z. The Vanishing adolescent. NY: Dell Publishing, 1959.
3. Carlsin, G. Robert. Books and the teen age reader. NY: Bantam, 1967, Ch. II.
4. See attached reading list.
5. Maintain a bibliography of materials.
6. Guidance Associates filmstrips.

(Concurrent)

Area: Library Materials for Adolescents
Module #4: Aids for the Selection of Adolescent Material

I. Objective:
The student will know and be able to use the basic selection tools for materials for adolescents.

II. Example of Mastery Item:

The student will:

1. Examine the following aids and write the bibliographic information about each including arrangement of content and frequency of publication.

   a. Junior High School Catalog
   b. Senior High School Catalog
   c. Books for Secondary School Libraries

2. Examine the following publications and record the publisher, editor, frequency of publication, and scope of enteries.

   a. Booklist
   b. School Library Journal
   c. Preview
   d. Horn Book

III. Activities, Information, and Materials:

1. Attached reading list

2. Cleary, Florence D. Blueprints for better reading. NY: H.W. Wilson, 1972.

3. Continue bibliographies of reading and include selection tools.

(Concurrent)

Area: Library Materials for Adolescents
Module #5: Books

I. Objective:
The student will demonstrate a knowledge of the selection and use of books.

II. Example of Mastery Item:

1. The student will read and prepare a bibliography of one hundred books related to subject areas, interests, and needs of adolescents.

2. The student will report in class discussion on ten of the books read.

3. The student will read a book by each of the following: Tolkien, Brautigan, Vonnegut and Hesse, and compare them for literary merit, and contribution to the literature for adolescents.

4. Read a book in each of the areas of economics, politics, religion and sex and determine its contribution to mature understanding in these areas.

III. Activities, Information, and Materials:

1. Burton, Dwight. Literature study in the high schools.

2. See attached list of references and resources

3. Attached evaluative criteria for books

4. Attached sheet of curricular objectives

5. Read books and compile bibliography

6. Thomison, Dennis. Reading about adolescent literature. Scarecrow Press, 1970.

7. Books for secondary school libraries. Bowker, 1971.

(Concurrent)

Area: Library Materials for Adolescents
Module #6: Magazines

I. Objective:
The student will be able to select magazines for curriculum use and to meet interests of adolescents.

II. Example of Mastery Item:

1. Make a list of magazines to implement specified subject areas in the curriculum.

   a. Give the price and frequency of publication
   b. Analyze for editorial policy to have differing points of view represented

2. Make a list of magazines to meet interests of students

   a. Include the price and frequency of publication
   b. Analyze for (1) readability (2) illustrations (3) relevancy of topics to needs and interests.

3. Use magazine selection tools and recommendations of recognized experts.

III. Activities, Information, and Materials:

1. Reader's Guide to Periodical Literature

2. Abridged Reader's Guide to Periodical Literature

3. Katz. Magazines and libraries

4. Candiff, Ruby. 101 plus magazines for schools

5. University of Chicago. Media Review Magazine and and R.R. Bowker, Preview Magazine.

(Concurrent)

Area: Library Materials for Adolescents
Module #7: Non-print Materials

I. Objective:
The student will demonstrate the use of non-print materials for curriculum implementation and personal use.

II. Example of Mastery Item:

1. Make a list of non-print materials to implement a subject area. Example: (U.S.) History or English Literature.

2. Demonstrate in class with non-print material:

   a. the inherent value in the content of the media and its use with students
   b. the versatility in its use with various ability groupings
   c. its teaching use, or personal enjoyment

3. Make a list of current cinema or television productions based on adolescent books.

III. Activities, Information, and Materials:

1. Dale, Edgar: Audio-visual methods in teaching. 3rd ed. NY: Holt, 1969. Pt II.

2. Davies, Ruth Ann. The School library, a force for educational excellence. NY: Bowker, 1969.

3. Attached sheets of evaluative criteria

4. Magazines--Media Review and Preview.

SLMP Module Specification LS 464

(Concurrent)

Area: Library Material for Adolescents
Module #8: Guidance in the use of Materials

I. Objective:
The student will demonstrate guidance techniques in the use of materials.

II. Example of Mastery Item:

1. Plan a library period for more diversity in the utilization of time and materials

   a. print and non-print
   b. group and individual usage

2. Prepare a book talk to demonstrate in class the motivation of reading.

3. Plan a curriculum unit to demonstrate the use of print and non-print material for enrichment

4. Write a paragraph on individual guidance which will indicate:

   a. knowledge of interests and needs through specific book titles
   b. knowledge of materials for gifted and reluctant readers

III. Activities, Information, and Materials:

1. Wofford, Azile. The School library at work. NY: H.W. Wilson, 1959, p. 152-4; 158-163.

2. Edwards, Margaret. The Fair garden and The Swarm of beasts. NY: Hawthorn, 1969.

3. Gillespie and Limbo. Introducing books. NY: Bowker, 1970.

READING AND READING INTERESTS OF YOUNG PEOPLE TODAY

Alexander, Lloyd. "The Truth about fantasy," Top of the News, January 1968 pp. 168-174.

Appleby, Bruce C. "Well, what did you think of it?" English Journal October, 1965 pp. 606-612.

Burton, Dwight. Literature study in the high school.

Broderick, Dorothy. "The 12 year old 'adult' reader," School Library Journal, May 15, 1965, pp. 17.

Carlsen, G. Robert. Books and the teen-age reader. Harper and Bantam. 1967.

Carlsen, G. "For everything there is a season," Top of the News, Jan., 1965, pp. 103-110.

Cleary, F.D. Blueprints for better reading. H.W. Wilson. 1972.

Daigon, Arthur. "The Novel of adolescent romance: Theme and value in teen-age fiction," Library Journal, April 15, 1966.

Edwards, Margaret I. "How do I love thee?" English Journal, Sept., 1952, pp. 335-340.

Fader, Daniel N. Hooked on books: Program and proof. Berkeley Pub. Corp., 1968.

Fehl, Shirley. The influence of reading on adolescents," Wilson Library Bulletin, Nov., 1968, pp. 256-260.

Hanna, Geneva and McAllister, Books, young people, and reading guidance. Harper, 1960 (Chapter LV and V.)

Hentoff, Nat. "Fiction for teenagers," Wilson Library Bulletin, Nov. 1968, pp. 261-266. (see also in same issue, "Where Hentoff left off" by Lyle W. Warrick, pp. 266-268.)

Lapides, Linda. "Question of relevance," Top of the News, Nov. 1967, pp. 55-61.

Laprick, Nancy. "Baby dolls are gone," School Library Journal, Oct. 1967, pp. 139-141.

Magaliff, Cecile. The Junior novel: Its relationship to adolescent reading.

Marcus, Fred H. "The Catcher in the rye: A live circuit," English Journal, Jan. 1963, pp. 1-8.

Miller, Inabeth. "Reaching the adolescent through fiction," Top of the News, Nov., 1969, pp. 30-31.

National Council of Teachers of English. Students' right to read. NCTE, 1962.

"Paul Zindel - Profile of an author," Top of the News. Jan., 1971, pp. 142-47.

Prescott, Orville. "What's happening to fiction?" Saturday Review, Nov. 26, 1966, pp. 21-22.

Sullivan, Marjorie. "Reading for relevance," School Library Journal, Dec., 1968, pp. 15-17.

Thomison, Dennis, ed. Readings about adolescent literature. Scarecrow Press, 1970.

"Utah holds a conference," Top of the News, Nov. 1968, pp. 26-31, pp. 266-68.

Warren, Robert Penn. "Why do we read fiction?," Saturday Evening Post, Oct. 20, 1962, pp. 82-84.

Zucker, Phyllis "The Junior novel revisited," Top of the News, June, 1969, pp. 388-91.

Jennings, Frank G. This is reading. Teacher's College, Columbia University, 1965.

COURSE NO. AND TITLE: AV 411 Audiovisual Materials and Procedures in Education

REQUIRED IN: B.A., Elementary Education; B.A., Library Science

PREREQUISITE COURSES: None

TEXTBOOKS, MATERIALS REQUIRED:
Satterthwaite, Graphics: Skills, media and materials.

$10.00 materials charge for laboratory experience.

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MODULE TOPICS:

I. Communications in the classroom
   A. Introduction to communications
   B. Planning for predictable communications
   C. Stating objectives for a communication
   D. Perceptual influences on visual communication
   E. The importance of feedback in the communication cycle

II. Simple instructional media and materials
   A. Opaque still pictures in the classroom
   B. Demonstrations with realia and models
   C. Demonstration boards
   D. Display systems for the classroom
   E. The overhead and transparencies in instruction.

III. Complex instructional media/materials
   A. Basic photography (prints and slides)
   B. Filmstrips for instruction
   C. Audio systems in the classroom
   D. Multimedia in education
   E. Motion pictures in the classroom
   F. Television
   G. Field trips

IV. More complex instructional media and materials
   A. Computers as an aid to instruction
   B. Games and simulation activities in the classroom
   C. Models and realia
   D. Programmed instruction
   E. New hardware for instruction
   F. The instructional media center

COURSE OBJECTIVES:

Select a topic, prepare the required planning documents for a predictable communication, and design and produce instructional media and materials that will aid the target audience to achieve the objectives stated for this unit of instruction.

Identify, name, and describe the sources, evaluation criteria, utilization, operation (of related hardware), and production of message materials for the instructional media/materials listed in the Module Topics.

Apply the skills, information, and ideas acquired in this course to student teaching, regular classroom teaching, or the design and preparation of materials for other courses within the University.

Explanatory note concerning the course, AV 411 Audiovisual Materials and Procedures:

AV 411 is a combination lecture-laboratory class; therefore, complete modules were developed for both operations with each having its own activities, materials, and information, but sharing reinforcing objectives.

The material presented here represents a condensed version of the course syllabus, and includes the four broad modules of instruction, a listing of the objectives of the laboratory modules, and one example lecture module and laboratory module.

In addition, a definitive laboratory instructor's manual was developed, contents of which are not a part of this report.

AV 411 AV MATERIALS AND PROCEDURES
A GENERAL INTRODUCTION TO THE COURSE

AV 411, Audiovisual Materials and Procedures in Education, is designed to provide students in Elementary Education with a general survey of the field of Audiovisual Education. However, the course also serves students from Secondary Education, Special Education, Mass Communications and other departments and colleges within the university. The general goal for the course is as follows:

> Upon successful completion of the course of studies known as AV 411, the student will name, describe, and utilize appropriate procedures in the selection, evaluation, equipment operation, production, and utilization of a wide variety of instructional media and materials to aid their learners to attain prestated instructional objectives.

To accomplish this goal, the course is divided into three separate but interrelated areas: 1) the lecture, 2) the laboratory, and 3) the assigned readings in the text. The information presented in the first area, the mediated lectures, will be primarily concerned with the following:

1. Providing a communications framework for the following information.
2. Providing information on the selection (sources) of commercial and/or free and inexpensive instructional media and materials.
3. Providing information on the evaluation criteria applied to the above.
4. Identifying utilization strategies for integrating these media and materials into an instructional system.

The information and practice opportunities provided in the second area, the laboratory, will include the following:

1. The application of theory to the practical problems of designing and producing a predictable unit of instruction.
2. The preparation of planning documents for a unit of instruction.
3. The acquisition of basic graphic skills (mounting/lettering/etc.)
4. The application of these basic graphic skills to the production of specific types of instructional media and materials.
5. The acquisition of skills in the operation of specific types of audiovisual equipment.

The information presented in the third area, the text TEACHING AND MEDIA by Gerlach and Ely, will include the following:

1. An introduction to and analysis of a systematic approach to instruction.
2. The recognition and writing of instructional objectives in the INDOC format.
3. Supplemental information dealing with the selection of appropriate media and/or materials for a specific type of objective.

Basically the learner will acquire theory and examples through the lecture and the text readings and will apply this theory in the practical design and production activities in the laboratory. The learner will complete the course by producing a product that will be usable in student teaching, regular teaching, or other courses within the College of Education.

The course is designed to allow for the individual differences that exist within the population that it serves. Pretests will be used to determine students pre-knowledge of the information and to assign them to either a standard or alternative learning track. Variations will include readings rather than lecture attendance, variations in the laboratory projects that are assigned, and programmed materials designed to allow the learner to move through the experience at his own rate of speed.

MODULE I: AN INTRODUCTION TO AUDIOVISUAL COMMUNICATIONS

This module is designed to acquaint the learner with the various aspects of audiovisual communication within a classroom setting. To provide a theoretical framework for the design of predictable instructional materials. It will stress the nature of the communication process through the use of a simplified model, the role of planning documents in designing predictable communications, the role that perception plays in message design, and the essential nature of feedback in the communication process.

OBJECTIVES:

1. Select a content area and audience and prepare the following planning documents for a unit of instruction;
   a. an outline of the content to be presented (mastered)
   b. a description of the intended (target) audience, and
   c. sample instructional objectives dealing with the content.

2. Design and produce graphic materials that demonstrate competency in basic mounting, lettering, and illustration skills and the application of perceptual principles related to attracting, holding, and directing attention within a visual array.

3. Identify areas within the content outline, prepare concise instructional objectives, select appropriate media from the following choices:
   a. classes of opaque still pictures
   b. classes of demonstration boards
   c. classes of displays
   d. classes of overhead transparencies
   e. classes of commercial and/or free and inexpensive materials.

4. Score a minimum of 85% on a comprehensive multiple choice test covering the lecture, laboratory and assigned text readings.

SCOPE AND SEQUENCE:

LECTURE TOPIC	LABORATORY ACTIVITY	TEXT READINGS
1. Pretest for Module I	1. Intro to the laboratory	1. Systems
2. Intro to Communications		2. Role of Obj.
3. Communications/planning	2. Planning documents	3. Categories of objectives
4. Communications/objectives		
5. Communication/Perception	3. RC mounting/hand lettering	4. Selection and use of Media
6. Communication/Perception		
7. Communication/Feedback	4. Dry mount/stencil letter	5. Evaluation
8. Post test for Module I		

---------- Pre test for Module II will be a take home examination ----------

AV-411, AV MATERIALS AND PROCEDURES
GENERAL INTRODUCTION TO MODULE II

MODULE II: SIMPLE INSTRUCTIONAL MEDIA AND MATERIALS

This module is designed to acquaint the learner with the various simple media and materials that can be easily acquired or easily produced for classroom use. It will explore the selection (sources), evaluation (criteria), utilization, and production of various types of opaque still pictures, demonstration boards, display systems, and overhead transparencies.

OBJECTIVES:

Given a content outline, audience analysis, etc. select a portion of the content outline appropriate to one of the three types of opaque still pictures and prepare instructional objectives for this segment and the materials required to assist the learner in the attainment of the objectives.

Given planning documents, select a portion of the content outline that is appropriate to one of the types of demonstration boards and prepare instructional objectives and the materials to assist the learner to attain the objectives.

Given a set of planning documents, select a portion of the content outline that is appropriate to one of the types of display systems and prepare the objectives and the materials to help the learner attain the objectives.

Given a content outline, select a portion that is appropriate to overhead transparencies and prepare instructional objectives and materials to help the learner attain the objectives.

SCOPE AND SEQUENCE:

LECTURE TOPIC	LABORATORY ACTIVITY	TEXT READINGS
9. Opaque Still Pictures 10. Demonstrations in Educ.	5. Illustrations	6. Identify
11. Chalkboards 12. Feltboards	6. Opaque still pictures	7. Name
13. Displays 14. Overhead transparencies	7. Demo. boards	8. Describe
15. Overhead transparencies 16. Post test for module II	8. Displays	9. Order 10. Construct

---------pretest for module III will be a take home examination ----------

GENERAL INTRODUCTION TO MODULE III

MODULE III: COMPLEX INSTRUCTIONAL MEDIA/MATERIALS PART I

This module is designed to bridge the gap between the simpler instructional media and materials of the previous module and the more complex materials that are available to the classroom teacher. Stress will be placed upon the sources of both the media and the materials and how the teachers can access to them. Production will be stressed with the idea of teachers training students in this area.

OBJECTIVES:

The learners will describe and identify the principles, sources, evaluation, operation, production, and utilization of the following complex instructional media/materials:

1. Photographic slides and prints
2. Filmstrips
3. Disc and tape recordings
4. Multimedia presentations
5. Motion pictures
6. Television
7. Field trips

The learners will demonstrate their ability to operate the following media: 1) slide/filmstrip projectors, 2) motion picture projectors, 3) phonograph, 4) tape recorders, 5) overhead projectors, and 5) opaque projectors.

The learners will identify, select, and describe commercial examples of still and motion pictures related to their content outline.

SCOPE AND SEQUENCE:

Lecture Topic	Lab Activity	Text Reading
17. Photo, slides & prints	9. Transparencies I	11. Still pix
18. Filmstrips		12. Filmstrips
19. Audio systems	10. Transparencies III	14. Tape
20. Multimedia		14. Phonographs
21. Motion pictures	11. Selection I	15. Motion pix
22. Television	(still pictures)	16. Television
23. Field trips	12. Selection II	
24. Posttest, module III	(motion pix)	

GENERAL INTRODUCTION TO MODULE IV

MODULE IV: COMPLEX INSTRUCTIONAL MEDIA/MATERIALS, PART II

This module will continue the exploration of the more complex instructional media and materials begun in Module III. Stress will be placed upon the sources of media and materials, evaluation criteria that are applied to them, the operation of related equipment (if any), and the utilization of these media and/or materials.

OBJECTIVES:

The learner will describe and identify the principles, sources, evaluation criteria, operation of related equipment, production, and utilization of the following complex instructional media and/or materials.

1. Computers
2. Games and simulation
3. Models and realia
4. Programmed instruction
5. New ideas in media

The learner will describe the form and function of the Instructional Materials Center and the types of services that it should provide to the classroom teacher.

The learner will organize and present the unit of instruction that has been developed in the laboratory portion of the course.

SCOPE AND SEQUENCE

LECTURE TOPICS:	LABORATORY ACTIVITIES:	TEXT READINGS:
25. Computers in Education	13. Make-up period	17. Computers
26. Games and simulation		18. Games
27. Models and Realia	14. Make-up period	19. Programmed instruction
28. Programmed Instruction		
29. New Ideas in Media	15. Presentation	
30. The Instructional Media Center		
31. Posttest for Module IV		
32. Course Evaluation		

LABORATORY MODULE OBJECTIVES

Laboratory I, Module I: "Introduction to the laboratory"

The learner will generally describe the activities that will take place in the laboratory for the semester in terms of 1) isolating and planning a unit of instruction, 2) learning basic graphic skills, 3) applying the skills to the production of media aimed at assisting the student to attain given objectives, 4) operating basic audiovisual media, and 5) presenting the unit of instruction to the class.

The learner will describe his responsibilities in terms of 1) completing the assignments, 2) utilizing materials and equipment in the laboratory, and 3) paying the $10.00 laboratory fee.

The learner will identify the appendix of the laboratory manual as the prime source for information about the assignments as well as the scope and sequence of the course and his responsibility to come to lab prepared.

Laboratory II, Module I: "Planning documents"

Select a topic and audience and prepare the following planning documents: 1) a content outline, 2) an audience analysis, and 3) sample instructional objectives for a short unit of instruction that can be easily visualized from existing tearsheets and which has the potential of utilizing the various media that will be produced in the laboratory.

Laboratory III, Module I: "Basic skills, part 1."

The learner will produce two different visuals. First a permanent rubber cement mounting with either felt pen or speedball hand lettering. Second, a temporary rubber cement mounting with either felt pen or speedball. These visuals should meet the criteria listed in the assignment and in addition should exemplify principles of perception related to attracting, holding, or directing attention.

Laboratory IV, Module I. "Basic skills, part 2"

The learner will mount a visual with Mt-5 dry mounting tissue, supply a caption with some form of stencil lettering, and laminate the visual with Sealamin laminating films. The finished visual should meet the criteria listed in the assignment and exemplify principles of perception related to attracting, holding, or directing attention.

Laboratory V, Module II; "Illustration techniques"

The learner will name, identify and describe instances of picture manipulation, grid square, and projection enlargement.

Produce examples of the following to meet the criteria listed in the assignments in the appendix of the laboratory manual:
1. Picture manipulation
2. Grid square enlargement
3. Projection enlargement

Laboratory VI, Module II: "Opaque still pictures"
Given a content outline and other planning documents, select a segment of the outline that can be effectively treated via opaque still pictures and prepare one or more instructional objectives for the segment.

Given instructional objectives, select one of the three types of opaque still pictures and produce a set of opaque still pictures that will assist the learner to achieve the stated objective.

Laboratory VII, Module II: "Demonstration boards"
Given planning documents, select a unit within the content outline that can be successfully treated with demonstration boards and prepare one or more instructional objectives for the unit.

Given a set of instructional objectives, design and produce materials for one of the following: a) feltboard, b) flip chart, c) chalkboard, that will assist the learner to attain the objective.

Laboratory VIII, Module II: "Display systems"
Given planning documents, isolate a unit within the content outline appropriate to one of the display systems and prepare one or more instructional objectives.

Given instructional objectives, produce one of the following:
1. bulletin board
2. accordian fold display
3. set of posters
4. exhibit
that will assist the learner to attain the objective.

Laboratory IX, Module III: "Transparencies I"
The learner will select an appropriate segment of his content outline.
The learner will prepare one or more instructional objectives for this.
The learner will prepare traced transparencies to assist the learner to attain the above objectives...the transparencies to meet the criteria listed for the assignment.

Laboratory X, Module III: "Transparencies II"

The learner will select an appropriate segment of his content outline.
The learner will prepare one or more instructional objectives for this.
The learner will design and produce samples of lifted and machine-made transparencies that will assist their learners to attain the objective--the transparencies to meet the criteria listed in the assignment.

Laboratory XI, Module III: "Selection I"

Given the general topic from the content outline and the grade level from the audience description, the learner will locate, preview, and evaluate at least 10 examples of still pictures.

Laboratory XII, Module III; "Selection II"

Given the content from the content outline and the audience description, the learner will locate and describe a minimum of 10 motion pictures that would be suitable for use in this topic.

Laboratory objectives, Module IV:

Due to the nature of the content (review/summation), no independent objectives were necessary for Module IV.

MODULE I, INTRO TO COMMUNICATIONS
LECTURE VII, COMMUNICATION AND FEEDBACK (example)

This lecture will be concerned with the role of feedback in the basic communication model that was presented in lecture II. Immediate and delayed feedback will be examined as well as the different forms that feedback can take.

OBJECTIVES FOR LECTURE VII, MODULE I:

Given examples of feedback situations the learner will classify them as either immediate or delayed feedback.

The learner will describe the advantages and disadvantages of both immediate and delayed feedback.

The learner will design and implement appropriate feedback mechanisms into the unit of instruction that is being designed for the lab.

OUTLINE FOR LECTURE VII, MODULE I:

I. Communication model reviewed
   A. The processing-encoding-sending sequence
   B. The feedback cycle as a correcting agent
II. The role of feedback in the classroom
   A. Teaching without feedback and its problems
   B. Teaching with delayed feedback and its problems
   C. Teaching with immediate feedback and its advantages
III. The various forms of feedback
   A. Examples of no feedback (?)
   B. Examples of delayed feedback--non-classroom
      1. Letters as delayed feedback
      2. Television (commercial) as delayed feedback
      3. Other forms of advertising as delayed feedback
   C. Examples of delayed feedback in the classroom
      1. Delayed praise or rebuke
      2. Delayed test results
         a. From the teacher
         b. To the teacher
   D. Roadblocks to immediate feedback in the classroom
      1. The physical size of the class
      2. Limitation imposed by the administration
      3. Time limitations on feedback
IV. Types of feedback
   A. Verbal and non-verbal feedback
   B. Teacher to student feedback
   C. Student to teacher feedback

ACTIVITIES, INFORMATION, AND MATERIALS FOR LECTURE VII, MODULE I:

ACTIVITIES:
   A. Presentation of information (mediated lecture) approx 40 min.

B. Brief quiz over the content presented, approx 10 min.

INFORMATION

A. Berelson-Steiner, Human Behavior
B. Gerlach-Ely, Teaching and Media
C. Dember, Psychology and Perception

MATERIALS

A. Film, Introduction to Feedback
B. Film, Communication Feedback
C. Film, Communication by Voice and Action
D. Misc. Locally produced materials (Satterthwaite)

MODULE I: INTRO TO COMMUNICATIONS
LABORATORY III: BASIC SKILLS, PART I (example)

This laboratory will begin the basic skills portion of the lab. It will concentrate on permanent and temporary rubber cement mounting and felt pen and speedball hand lettering. Some students will need reinforcement on their planning documents, but the bulk of the lab should be hands on work in production.

OBJECTIVES FOR LABORATORY III, MODULE I:

The learner will produce two different visuals. First a permanent rubber cement mounting with either felt pen or speedball hand lettering. Second, a temporary rubber cement mounting with either felt pen or speedball hand lettering. These visuals should meet the criteria listed in the assignment and in addition should exemplify principles of perception related to attracting, holding, or directing attention.

SCOPE AND SEQUENCE FOR LABORATORY III, MODULE I:

I. Demonstrations (any or all of the below)
   A. Permanent rubber cement mounting
   B. Temporary rubber cement mounting
   C. Felt pen hand lettering
   D. Speedball hand lettering
II. Production time
   A. Provide supplies
   B. Provide guidance
   C. Provide encouragement
III. Discuss assignment MT-5 and STENCIL LETTERING
   A. What it is
   B. What students will need to provide
   C. How students should prepare (reading/materials/etc)

ACTIVITIES, INFORMATION, AND MATERIALS FOR LABORATORY III, MODULE I

ACTIVITIES:
   A. Demonstrations (as desired)
   B. Production time
   C. Discussion of next assignment
INFORMATION
   A. See lab instructors manual, laboratory 3
   B. Laboratory manual pages 1-12, 37-38, 41-50.
MATERIALS
   A. Rubber cement and thinner
   B. Wax paper
   C. Newsprint
   D. Pencils
   E. Mounting board
   F. Broad point felt pens
   G. Speedball pens and ink
   H. Rulers
   I. Single edge razor blades, scissors, paper cutters
   J. T squares
   K. Drawing boards
   L. Erasers
   M. Visuals (hopefully students will supply these)

COURSE NO. AND TITLE: LS 461 Selection of Materials for Libraries

REQUIRED IN: Content now absorbed into LS 463 Library Materials for Children, required for the LS minor (elementary education major) and LS 464 Library Materials for Adolescents, required for the LS minor (secondary education major). These modules represent the content as taught in Fall, 1972

PREREQUISITE COURSES: None

TEXTBOOKS, MATERIALS REQUIRED:

Brown & Lewis, A/V instruction; media and methods. New York: McGraw-Hill, 1969.

Carter & Bonk, Building library collections. Metuchen, N.J.: Scarecrow Press, 1969.

Rufsvold and Guss, Guides to educational media. Chicago: American Library Ass'n., 1971.

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MODULE TOPICS:

I. Historical background
   A. Mass communications; history, development, implications for education
   B. Audiovisual instruction; philosophy, theory, history, practices
   C. Principles/problems of selection
      1. print materials
      2. non-print materials

II. Selection aids for print and non-print materials
   A. Print
      1. fiction
      2. non-fiction
      3. reference
      4. children's books
      5. periodicals
      6. textbooks
      7. miscellaneous (free materials, gov't. documents, pamphlets)
   B. Non-print in general

III. Projected instructional materials--selection aids and uses
   A. Filmstrips (sound and silent)
   B. Microforms
   C. Films (16mm and 8mm)
   D. Slides and transparencies

IV. Audio instructional materials--selection aids and uses
   A. Phonograph records/cassettes
   B. Tapes (reels, cassettes)
   C. Radio

V. Miscellaneous media--selection aids and uses
   A. Charts, pictures, posters
   B. Simulation games
   C. Field trips, realia
   D. Maps and globes
   E. Programmed instruction
   F. Educational television

COURSE OBJECTIVES:

The student will identify the characteristics of a wide variety of instructional media; develop and apply existing criteria for their evaluation; identify and use basic selection aids for print and non-print materials; and be able to list educational uses for print and non-print materials found in the elementary and secondary school library media center collections.

Area: Selection of Materials
Module #1: Mass communication: History, development, implications for education

I. Objective:
Survey the broad field of mass communication, its history, development of significant change agents, insofar as they apply to daily life and to educational concerns.

II. Example of Mastery Item:

1. Give a brief definition of communication, and name some ways in which human beings communicate with one another.

2. Identify each of the following as to his contribution to the advancement of modern communication:

George Eastman
Thomas A. Edison
Johannes Gutenberg
Lee De Forest
Alexander Graham Bell

3. Name the three basic elements present in the process of communication.

4. Name the two types of symbols most commonly associated with educational communication, with an example of each type.

5. Explain the remark, "He is a 2 x 4 teacher."

6. List three roles performed by school library media specialists in connection with mass communication media in schools.

7. According to McLuhan,what is the most significant difference in school children today from earlier generations of school children. Defend, or attack, his view.

8. Identify at least eight examples of communications media associated in varying degrees with educational uses.

III. Activities, Information and Materials:

Films: Development of communications from telegraph to TV
This is Marshall McLuhan
Introduction to visual illusions

Brown, Lewis, & Harcleroad. AV instruction: media and methods, 3d ed. New York: McGraw-Hill, 1969. pp. 13-21.

Rossi & Biddle. New media and education; their impact on society. Aldine Pub., 1966.

Area: Selection of Materials
Module #2: Audiovisual instruction: Philosophy, theory, history, practices, and facilities

I. Objective:
Examine the history, philosophy, educational theories and practices of audiovisual education, with attention to necessary facilities for implementation.

II. Example of Mastery Item:

1. List examples of ancient educational uses of audible or visual devices.

2. Name and give date of publication of the work acknowledged to be "the first well illustrated textbook".

3. List in order the five developmental stages of American school systems insofar as audiovisual education is concerned.

4. Briefly define the term: school library media center.

5. Identify some problems encountered in regard to the school library media concept.

6. Define briefly the term: audiovisual instruction.

7. Name three major values of audiovisual instruction.

8. There are several valid principles of audiovisual materials' utilization in school curricula. List at least six of these.

9. Suitability of a particular item of audiovisual material or equipment may be determined by the application of criteria. List the major criteria used in this judgment.

III. Activities, Information and Materials:

Films: Creating instructional materials
Compleat audiovisualist

Brown, Lewis and Harcleroad, AV instruction: media and methods, 3d ed. New York: McGraw-Hill, 1969. Chaps. 2 and 3.

Gaver, Readings in building library collections. Scarecrow Press, 1969. Vol. 1, pp. 1-369; Vol. 2, pp. 1130-1346.

Hicks & Tillin, Developing multimedia libraries. New York: Bowker, 1970. Chaps. 1 and 2.

AV Guide. Entire issue of April 1972, "Individualized learning through media".

AV Guide. "Magic doors to the enchanted land (learning centers)," January 1971, p. 10.

AV Guide. "Philosophy and attitude of educators towards the concept of the IMC," May 1971, p. 10.

AV Instruction. "Place of technology in educational change," April 1967, p. 340.

Bulletin of National Association of Secondary School Principals. Entire issue of January 1966, "Libraries in secondary schools".

Handout: Statement of AASL's philosophy of school libraries as instructional materials centers.

Slides of school library media centers as available.

Area: Selection of Materials
Module #3: General of principles and problems of selection

I. Objective:

Name basic selection principles applicable to library materials in general, and identify major influences having a bearing on these principles. Enumerate problems of selection both in general and in regard to such questions as series, editions, translations, gifts, and similar.

II. Example of Mastery Item:

1. Define each of the three theories of selection given here:

   best books theory
   demand theory
   least-cost theory

2. List ten basic selection principles applicable to library materials in general.

3. Carter sets forth additional general selection principles. List those which augment the ones given in question 2.

4. Principles must be applied subject to five widely recognized influences. Identify these five, with an example to illustrate its meaning.

5. Give some reasons why a written selection policy is desirable for libraries.

6. Define each of the following terms:

   revised edition
   trade edition
   library edition
   second printing
   abridged edition

7. Define 'series,' and give an example by title.

8. List advantages and disadvantages inherent in series' inclusions in libraries.

9. Identify some of the problems connected with selection of works in translation.

10. Name some of the problems connected with selection of duplicate copies of works.

11. Identify four types of prebinding and list advantages of this process for children's library books.

12. Outline some considerations applicable to gift books received by libraries.

III. Activities, Information and Materials:

1. Examination of book selection policies, as available.

2. Handouts: Students Right to Read statement (NCTE)
School Library Bill of Rights (AASL/ALA)

3. Carter, Building library collections. 3d ed. Scarecrow Press, 1969.

4. Gaver, Readings in building library collections. Scarecrow Press, 1969. Vol. 1, pp. 1-369; Vol. 2, pp. 1130-1346.

Area: Selection of Materials
Module #4: Selection aids for print and non-print materials for libraries

I. Objective:
Identify and characterize as to use as selection aids for print and non-print media for libraries the major titles currently extant, with attention to particular strengths of each selection aid.

II. Example of Mastery Item:

1. Name a selection aid primarily for fiction, and describe its features.

2. Name at least two aids which review books in advance of publication.

3. Name at least three aids which include a variety of media, either annotated or listed.

4. Name at least three aids which review books after publication.

5. Name a selection aid which lists children's books only.

6. Name several (at least three) aids which would assist a librarian in setting up core collections of books, as well as filling in gaps in established collections.

7. Name two aids which are primarily for college-level materials.

8. Name an aid listing free filmstrips.

9. Describe the relationship between PTLA and BIP.

10. Of what use to the selector is CBI?

III. Activities, Information and Materials:

1. All major selection aids available for examination after identification and characterization.

a. Brown, Lewis & Harcleroad, AV instruction; media and methods, 3d ed. New York: McGraw Hill, 1969. Chap. 4.

b. Carter, Building library collections. Scarecrow Press, 1969.

c. Gaver, Readings in building library collections. Scarecrow Press, 1969. Vol. 1, pp. 450-589.

d. Hicks & Tillin, Developing multimedia libraries. New York: Bowker, 1970. Chaps. 3 and 4.

2. Students will select four aids for in-depth investigation, using a checklist of essential points.

Area: Selection of Materials
Module #5: Types of books: Fiction

I. Objective:
Identify and apply criteria for fiction selections, as well as pinpointing problems connected with this class of library material. The censorship question will be examined, as will the use of fiction in film.

II. Example of Mastery Item:

1. List major criteria to be applied to fiction titles under consideration for purchase.

2. Name the famous five 'tests' as formulated by Haines against which fiction books should be measured.

3. Name two aids to choose in locating replacement copies of fiction no longer currently popular.

4. Identify at least five types of novels usually included in library collections.

5. Describe two methods of housing short stories in libraries.

6. What is meant by 'weeding' and what are some considerations of this procedure when applied to fiction collections?

7. Identify several selection aids with strong sections treating fiction titles.

III. Activities, Information and Materials:

1. Criteria sheets for this class of books.

2. Films:
   a. Making books
   b. Choosing books
   c. A first film on our library
   d. Story of a writer
   e. The lottery

3. a. Gaver, Readings in building library collections. Scarecrow Press, 1969. Vol. 1, pp. 61-84, 121-218, 281-295, 320-363.

   b. Haines, Living with books. 2d ed. Columbia University Press, 1950. Page 522.

   c. Wofford, Book selection for school libraries. New York: H. W. Wilson, 1960.

Area: Selection of Materials
Module #6: Types of books: Non-fiction

I. Objective:
Identify and apply criteria for non-fiction selections, as well as to acknowledge problems associated with particular subject classifications such as social science, religion, fine art, and others. The use of film to treat factual subjects will be examined.

II. Example of Mastery Item:

1. List major criteria to be applied to non-fiction titles under consideration for purchase.

2. Identify some particular problems associated with each of the following subject areas of library collections:

religion
psychology
social sciences
science
music and art
history

3. Cite some areas of non-fiction which may be translated into the film medium with some success. Name an example for each of these areas.

III. Activities, Information and Materials:

1. Criteria sheets for this class of book.

2. Films: a. Charlemagne; unifier of Europe
b. The England of Elizabeth
c. Antienam, 1862

3. Gaver, Readings in building library collections. Scarecrow Press, 1969. Vol. 1, pp. 61-84, 121-218, 281-295.

4. Wofford, Book selection for school libraries. New York: H. W. Wilson, 1960.

Area: Selection of Materials
Module #7: Types of books: Children's books

I. Objective:
Identify special needs to be met by children's books, and aids helpful in their selection. Children's materials depicted via the film medium will be viewed.

II. Example of Mastery Item:

1. Discuss feasibility of 'grading' reading materials for children.

2. List at least eight categories of children's books popular in libraries.

3. Name three major selection aids for children's books.

III. Activities, Information and Materials:

1. Films: a. Hailstones and halibut bones
b. El Trencito
c. The loon's necklace

2. Gaver, The Elementary school library collection. 3d ed. Newark, N. J.: Bro-Dart, 1967.

3. Gaver, Readings in building library collections. Scarecrow Press, 1969. Vol. 1, pp. 85-100, 263-273, 281-303.

Area: Selection of Materials
Module #8: Reference books

I. Objective:
The student will exhibit familiarization with the class of books known as 'reference' by enumerating major sources of selection, criteria applicable to this class, types of books in the class, uses which these books serve, major problems of selection posed by this class, and physical and technical problems connected with this class. Representative titles will be named.

II. Example of Mastery Item:

1. Identify six types of reference books, with an example of each.

2. Identify the six major elements of criteria for evaluation of reference books.

3. Name at least three major selection sources for reference books.

4. List some uses served by reference books.

5. Identify some problems in selection of reference books.

6. Delineate some of the physical and technical problems connected with reference books.

III. Activities, Information and Materials:

1. a. Aldrich, Using books and libraries. Prentice-Hall, 1967 (5th ed.)

b. McCormick, Who-what-when-how-why made easy. New York: Quadrangle, 1971.

c. Shores, Basic reference sources. Chicago: American Lib. Ass'n., 1967 and supple.

d. Winchell, Guide to reference books. Chicago: American Lib. Ass'n., 1967 and supple.

e. Wofford, Book selection for school libraries. New York: H. W. Wilson, 1960.

2. Criteria sheets for reference books.

3. a. Various issues of THE BOOKLIST, PUBLISHERS WEEKLY, CHOICE.

b. Copies of representative titles in reference field for examination.

Area: Selection of materials
Module #9: Other printed materials: Periodicals

I. Objective:

Identify major indexes, directories and selection aids for periodicals, processing and circulation procedures, and educational contributions made by periodicals in the school library media center.

II. Example of Mastery Item:

1. Identify and characterize as to content and use:

   a. Katz, Magazines for libraries
   b. Wilson, Readers' guide to periodical literature
   c. Ulrich's Periodicals directory
   d. Ayers Directory of newspapers and periodicals

2. List at least eight contributions made by periodicals to patrons of a school library media center.

3. Describe purchasing procedures for periodicals in a school library media center.

4. Describe processing procedures for periodicals.

5. Describe common circulation procedures for periodicals.

6. List some creative uses for periodicals destined for discard from the school library media center's collection.

III. Activities, Information and Materials:

1. a. Handouts: Aids to selection of periodicals (list)
   Magazine evaluation form

   b. Students will locate major indexes and periodical directories in libraries available to them.

   c. In-depth evaluations will be made of two periodicals unknown to the students, using an evaluation check sheet.

2. a. Brown and Lewis, A/V instruction: media and methods. New York: McGraw-Hill, 1969. pp. 102-106.

   b. Carter, Building library collections. Metuchen, N. J.: Scarecrow, 1969. pp. 99-100.

   c. Standards for school media programs. Chicago: American Lib. Ass'n, pp. 25, 30, 33, 42, 55.

Area: Selection of materials
Module #10: Other printed materials: Textbooks

I. Objective:
Ability to apply evaluative criteria to specified textbook, to identify strengths and weaknesses of textbooks as instructional media, to name major aids for textbook selection, and to outline procedures necessary for handling textbooks in the school library media center.

II. Example of Mastery Item:

1. List recognized strengths of textbooks in instruction.
2. List recognized weaknesses of textbooks in instruction.
3. Identify at least three aids for selection of textbooks.
4. Outline necessary procedures to be considered in storing and circulating textbooks.
5. List the various records necessary to be kept in connection with textbooks.

III. Activities, Information and Materials:

Handouts: Evaluative check-list for textbooks
Criteria sheet for textbooks

Students will apply evaluative criteria to a specific textbook.

Textbook procedures from nearby school library media centers will be examined, as available.

Catalogs from textbook companies will be available for examination.

Brown and Lewis, A/V instruction: media and methods. New York: McGraw-Hill, 1969. pp. 85-97.

Area: Selection of materials
Module #11: Other printed materials: Pamphlets, government documents, and free materials

I. Objective:
Identify selection concerns in regard to pamphlets, government publications, and free materials, as well as sources for their selection and educational uses of them in the school library media center.

II. Example of Mastery Item:

1. Name some concerns of the selector when considering free materials for the school library media center.

2. List at least eight sources of information (or of actual copies of) pamphlets and other free materials.

3. Identify some contributions afforded by government documents to the school library media collection.

4. Name two sources of information about government publications.

5. Describe purchasing methods used in acquiring government publications for the school library media center.

III. Activities, Information and Materials:

1. Class field trip to government documents department of local library.

2. Students will discover location of pamphlet files and college catalog collections in local library.

3. a. Brown & Lewis, A/V instruction: media and methods. New York: McGraw-Hill, 1969. pp. 133-159.

b. Carter, Building library collections. Metuchen; N.J.: Scarecrow, 1969. pp. 100-01, 252.

c. Wilson, Vertical file index (monthly).

d. Handouts: Selection aids for pamphlets, government publications, and guidance materials.

Criteria sheet for selection of free materials.

Area: Selection of materials
Module #12: Projected materials: Filmstrips (sound and silent)

I. Objective:
Identify effective uses of filmstrips, sources and criteria for selection, and procedures for processing and circulation of filmstrips in the school library media center.

II. Example of Mastery Item:

1. Identify some educational uses for which filmstrips seem well suited in the school library media center and in the classrooms which the media center services.

2. Name at least four sources for locating and selecting filmstrips.

3. Describe processing and circulation procedures connected with filmstrips.

4. What is a 'sound' filmstrip?

5. Name at least three major producers of high quality filmstrips.

III. Activities, Information and Materials:

1. Film: Children learn from filmstrips

2. a. Handouts: EFLA evaluation check-list
Selection aids for filmstrips (list)
Criteria sheet for filmstrips, slides, and films

b. Students will apply EFLA evaluative criteria to filmstrips, both sound and silent.

c. Various multimedia catalogs from publishers will be examined with a view to offerings of filmstrip materials.

3. Brown and Lewis, AV instruction: media and methods. New York: McGraw-Hill, 1969. pp. 219-230.

Carter, Building library collections. Metuchen, N.J.: Scarecrow, 1969. pp. 91-105.

Hicks & Tillin, Developing multimedia libraries. New York: Bowker, 1971. pp. 112-126.

Area: Selection of materials
Module #13: Projected materials: Microforms

I. Objective:
Describe the advantages and disadvantages of microforms, sources for their location, and educational applications in the school library media center.

II. Example of Mastery Item:

1. Name three types of microforms, and some materials usually found in each form.

2. Identify at least three sources for locating and selecting microforms.

3. List some advantages of a microfilm system in a school library media center.

4. List some disadvantages of microfilmed materials in a school library media center.

5. Name some companies prominent in microform production, and identify a major educational product from each company.

6. Suggest several ways the media specialist could stimulate uses of the microform collection in the curriculum her media center services.

7. Identify several major U.S. government microfilming projects, either in progress or concluded.

III. Activities

Class field trip to microform department of local library.

Students will operate a microfilm reader (and printer if available).

IV. Information and Materials:

Brown and Lewis, AV instruction: media and methods. New York: McGraw-Hill, 1969. pp. 107-110.

Carter, Building library collections. Metuchen, N.J.: Scarecrow, 1969. pp. 98, 103-104.

Christine, E., "Matter of microfilm," School libraries (Winter, 1967).

Christine, E., "Microfilm in the curriculum," Journal of Micrographics (January/February, 1972) 141-146.

Hicks & Tillin, Developing multimedia libraries. New York: Bowker, 1971. pp. 140-143.

National Microfilm Ass'n. Basic U.S. government micrographic standards and specification. The Association, 1972.

Princeton Microfilm Corp. Microfilm technology primer. The Corp., 1969.

Handout: Information sheet on microfilm matters.

Copies of producers' instructional packets featuring microfilm will be examined, as will other publications from these producers.
(Xerox Serials bulletin, Focus on the news, Periodicals on microfilm recommended for high school libraries)
(3M Press, Prime source materials for the classroom on microfilm, Catalog of popular titles available on microfilm)
(NCR, Index to microforms)

Area: Selection of materials
Module #14: Projected materials: Films (16mm and 8mm)

I. Objective:
Identify educational uses of films, their strengths and weaknesses, sources for their location/selection, and criteria applicable to this medium.

II. Example of Mastery Item:

1. Name some educational purposes which films seem to achieve.

2. Characterize the 16mm film and the 8mm film as to:
   1) use as independent study device
   2) use as group instructional device
   3) problems of selection
   4) sources of selection

3. What impact may the experimental film have on the traditional 16mm classroom film?

III. Activities, Information and Materials:

Students will view a series of films, applying EFLA evaluative criteria to each.

Students will view a series of experimental films and discuss/evaluative them informally.

Students will view a series of films made with a variety of purposes. After viewing, the films will be rated as to their effectiveness in achieving their purposes and analyzed as to techniques employed in presenting content.

Films: Art of the motion picture
Dr. Jekyll and Mr. Hyde (original)
Choosing a classroom film
Catlin and the Indians
Be smart, don't start
Beavers at work
Forests of the night
Very nice, very nice
The apple thieves
Automania
The chess game
Dream of wild horses
Gone with the antennas

Students will view 8mm single concept films as available in libraries/media centers/AV departments.

III. Activities, Information and Materials (continued):

Brown and Lewis, AV instruction: media and methods. New York: McGraw-Hill, 1969. pp. 263-298.

Carter, Building library collections. Metuchen, N.J.: Scarecrow, 1969. pp. 92-95, 102.

Hicks & Tillin, Developing multimedia libraries. New York: Bowker, 1971. pp. 146-154.

Catalogs from various film producers/suppliers will be examined.

Handouts: EFLA evaluation form for films
Selection aids for films (16mm and 8mm)

Area: Selection of materials
Module #15: Projected materials: Slides and transparencies

I. Objective:
Identify educational uses and sources of selection for commercially produced slides and transparencies, as well as recognizing potential of local production of them in the school library media center.

II. Example of Mastery Item:

1. What are some advantages of transparencies as instructional materials?

2. Name a major source for selection of commercial transparencies.

3. What single source lists transparencies and slides?

4. List some educational uses of slides in the classroom, and some leisure uses in the school library media center.

5. Describe advantages of locally produced slides and transparencies.

6. Name some problems associated with processing and circulating slides and transparencies.

III. Activities, Information and Materials:

Students will visit local media center/graphics production area for demonstration of transparency preparation.

Film: Magazines to transparencies

Educational Media Kit #9: "Transparencies" (Mc-Graw Hill)

Brown and Lewis, AV instruction: media and methods. New York: McGraw Hill, 1969. pp. 177-180, 168-171.

Carter, Building library collections. Metuchen, N.J.: Scarecrow 1969. pp. 91-105.

Hicks & Tillin, Developing multimedia libraries. New York: Bowker, 1971. pp. 239-262, 231.

Catalogs from multimedia publishers/producers will be examined with a view to their holdings of slides and transparencies.

Handout: Information sheet on slides and television.

Area: Selection of materials
Module #16: Audio materials: Phonograph records, tapes, and radio

I. Objective:
Identify educational uses of radio programming, both past and present, as well as educational uses, criteria for and sources of selection for phonorecords and tape recordings suitable for the school library media center's collection.

II. Example of Mastery Item:

1. List at least ten types of recorded materials, either disc or tape, available commercially for inclusion in the school library media center collection.

2. Name two reliable sources of selection for recorded materials.

3. Compare strengths and weaknesses of disc recordings and tape recordings as items in a school library media center's collection.

4. Trace the rise and decline of radio as an educational medium.

5. List some curriculum connections in which recorded materials from the school library media center's collection have been used successfully.

6. Name some benefits to students offered by a collection of recorded materials on open access in the school library media center.

7. Identify some possibilities for local production of recorded materials insofar as curriculum connections are concerned.

III. Activities, Materials and Information:

Brown and Lewis, AV instruction: media and methods. New York: McGraw-Hill, 1969. pp. 325-361.

Carter, Building library collections. Metuchen, N.J.: Scarecrow, 1969. pp. 91-105.

Catalogs of various producers of recorded materials will be available for examination.

Examples of commercially available tapes and records will be evaluated.

Hicks & Tillin, Developing multimedia libraries. New York: Bowker, 1971. pp. 160-167, 173-177.

Informational and criteria sheets on recorded materials will be supplied.

Rufsvold, Guides to educational media. Chicago: American Lib. Ass'n., 1971.

Educational media kit #6, "Tape and disc recordings" (McGraw Hill)

Area: Selection of materials
Module #17: Miscellaneous media: Charts, pictures, games and realia

I. Objective:
List major sources of supply, selection criteria, and educational uses in the school library media center's collection of charts, pictures, educational games, and realia.

II. Example of Mastery Item:

1. List some types of pictures customarily found in the school library media center.

2. Name three sources of locating particular art reproductions for the school library media center's collection.

3. Identify some necessary processing procedures for pictures in a school library media center collection.

4. Define 'relia,' and give four examples to illustrate your definition.

5. List some curriculum uses of 'education games,' and list some informal uses of this media in the school library media center itself.

6. Identify criteria applicable to pictures, charts, and posters being considered for inclusion in the school library media center's collection.

III. Activities, Materials, and Information:

Brown & Lewis, AV instruction: media and methods. New York: McGraw-Hill, 1969. pp. 175-176, 197-219, 232-234, 268-370, 371-484.

Criteria sheet for pictures and posters will be furnished.

Films: Charts for creative learning
Chalk and chalkboards
Flannel boards and how to use them

Nicks & Tillin. Developing multimedia libraries. New York: Bowker, 1971. pp. 97-107, 128-131, 134-136, 144-146, 154-156, 159-160, 172.

Informational handout sheet on sources for games.

Selection and location aid sheet for pictures and posters will be furnished.

Students will examine representative types of pictures, posters, charts, and realia.

Area: Selection of materials
Module #18: Geographical media: Maps and globes

I. Objective:
Apply selection criteria to maps and globes suitable for the school library media center's collection, and identify educational uses, commercial sources, and contributions of geographical media.

II. Example Mastery Item:

1. Identify some major producers of geographical media.

2. Name specific criteria applicable to maps and globes.

3. List some problems connected with housing, circulation, and utilization of maps and globes in the school library media center.

4. List at least four educational purposes of geographical media in or out of the school library media center.

III. Activities, Materials, and Information:

Brown and Lewis, AV instruction: media and methods. New York: McGraw-Hill, 1969. pp. 176-195.

Field trip to major map collection as available.

Films: Globes: their function in the classroom
Using maps to measure distance

Hicks & Tillin, Developing multimedia libraries. New York: Bowker, 1971. pp. 132-133, 137-139.

Area: Selection of materials
Module #19: Programmed instruction

I. Objective:
Identify types of and sources of programmed instructional materials, and list strengths and weakresses of such media as inclusions in the school library media center's collection.

II. Example of Mastery Item:

1. Describe one type of 'programmed textbook.'

2. Besides textbooks, name at least three other types of programmed instruction currently in use.

3. What are some apparent advantages of programmed instructional materials?

4. List some drawbacks to widespread acceptance and usage of programmed instructional materials.

5. Name a major source listing availability of programmed instructional materials.

6. Name some publishers prominent in the field of programmed instructional materials.

III. Activities, Materials and Information:

Brown & Lewis. AV instruction: media and methods. New York: McGraw-Hill, 1969. pp.111-132.

Bulletin of the National Association of Secondary School Principals. Entire issue of February, 1970, "The computer in education."

Film: Child of the future

Finn, J. Teaching machines and programmed learning. AECT, NEA, 1971.

Hicks & Tillin. Developing multimedia libraries. New York: Bowker, 1971. pp. 156-159.

Information sheet on selection aids and guidelines for programmed instructional materials will be distributed.

Rossi, The new media and education. New York: Anchor, 1967.

Samples of programmed instructional materials will be examined.

Students will research LIBRARY LITERATURE AND EDUCATION INDEX for current articles on subject.

Area: Selection of materials
Module #20: Television

I. Objective:
Identify effective uses of television programming, both educational and commercial, in the school setting, as well as listing production possibilities as part of the school library media center's operation.

II. Example of Mastery Item:

1. List criteria which could be applied to educational or commercial television programs when considered for educational uses.

2. Name some areas of school curriculum where local production would be preferable to network television.

3. Describe equipment and staff preparation necessary to establish and maintain local television production in a school.

4. Identify skills and abilities students would strengthen when engaged in a school's television production system.

III. Activities, Materials and Information:

Brown and Lewis, AV instruction: media and methods. New York: McGraw-Hill, 1969. pp. 297-324.

Field trip to local school television production facilities, as available.

Film: Television, line by line

Hicks & Tillin. Developing multimedia libraries. New York: Bowker, 1971. pp. 184-186.

Students will view local educational television programming and prepare critiques of programs.

BEST COPY AVAILABLE

Master of Arts in Education

School Library Media Specialization

This program prepares teachers to serve as school media librarians. All courses in the major area include both print and non-print media.

Major Area: 12 hours

Required:	LS 511	Cataloging II	3 hours
	LS 522	Reference Resources II	3 hours
	LS 531	Instructional Materials Centers	3 hours
Electives: (Choose one)	AV 580	Practicum: Production of Instructional Media	3 hours
	*LS 584	Internship: School Library Media	
	LS 591	Seminar: Reading and Communication	

Professional Education Core: 12 hours

EP 510	Educational Psychology	3 hours
EE 511	Elementary Curriculum or	3 hours
SE 522	Secondary Curriculum	
ET 510	Information Science (or LS 498)	3 hours
EF 500	Educational Research	3 hours

Electives: 6 hours to be selected from any university courses numbered 400 and above and included in the student's approved graduate program.

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**Prerequisites: 15 hours, as listed below. Six of these 15 hours may be used to satisfy the six-hour elective requirement, if they are taken after receiving the Bachelor's degree.

AV 411	Audiovisual Materials and Procedures in Education	3 hours
LS 440	Cataloging and Classification	3 hours
LS 463	Library Materials for Children or	3 hours
LS 464	Library Materials for Adolescents	
LS 471	Basic Reference Resources	3 hours
***LS 481	Library Administration	3 hours

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*LS 584 is required if the student has neither interned nor been employed for at least a semester in a school library.

**The prerequisites for AV 411, LS 440, LS 471 and LS 481 may be satisfied by attaining acceptable scores on examinations covering the content in each of these courses. On the approval of the student's M.A. committee, equivalent courses taken at other universities may be substituted for AV 411, LS 440, LS 471 and LS 481, but not for LS 463 or LS 464.

***LS 440, LS 463 or LS 464, and LS 471 are prerequisites for LS 481.

Explanatory note:

Course outlines and complete module specifications are included for all required courses in the Master's specialization sequence. Course outlines only are included for elective courses, AV580 and LS591.

COURSE NO. AND TITLE: LS 511 Cataloging II

REQUIRED IN: LS Master's program

PREREQUISITE COURSES: LS 440

TEXTBOOKS, MATERIALS REQUIRED:
None required, but various assigned readings will be given.

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MODULE TOPICS:

I. Cataloging principles of book and non-book materials

II. Comparison of commercially available cataloging sources

III. Comparison of cataloging systems

IV. Methods of materials integration

V. Classification systems in relation to curriculum support

COURSE OBJECTIVES:

In Cataloging II, the student learns to order, receive, store and distribute materials in a school library media center. These processes involve organizing materials according to subject interest. Cataloging, classification, indexing, KWIC preparation, and developing profiles of interest are specific areas of skill development.

The student also learns basic techniques of reprography and repair of materials. Applicable portions of copyright and fair use laws are considered. In addition, the student learns how to use commercial processing services and centralized processing techniques.

SLMP Module Specification

Area: Cataloging II
Module #1: Cataloging principles of book and non-book materials

I. Objective:
Demonstrate knowledge of cataloging principles by preparing catalog cards or other catalogs for materials.

II. Example of Mastery Item:

1. Find appropriate book and non-book information about specific subjects.

2. Place book and non-book materials in their proper location.

III. Activities, Information and Materials:

Boll, John J. Introduction to cataloging, Vol. 1, Descriptive cataloging. New York: McGraw-Hill, 1970.

Hopkinson, Shirley L. The Descriptive cataloging of library materials, Claremont House, 1968.

Area: Cataloging II
Module #2: Comparison of commercially available cataloging sources

I. Objective:
Compare in writing the advantages and disadvantages of three commercially available methods of cataloging book and non-book materials with an "in-house" cataloging method.

II. Example of Mastery Item:

1. Production analysis to include estimates of costs and time.

2. Availability

3. Uniformity among other sources

III. Activities, Information and Materials:

General bibliography:

a. Aids in the cataloging of non-book materials
b. Sources for commercial cataloging of audiovisual materials
c. Companies furnishing library cards for their AV materials.

SLMP Module Specification

Area: Cataloging II
Module #3: Comparison of Cataloging Systems

I. Objectives:
Evaluate and compare in writing the traditional approach of catalog cards with the advanced methods of cataloging

II. Example of Mastery Item:

1. Key word in context (KWIC)

2. Selected dissemination of Information (SDI)

3. At least three additional book catalogs or other advanced cataloging procedures of the student's choice.

III. Activities, Information and Materials:

Hicks, Warren B. and Alma M. Tillin. Developing multi-media libraries. New York: R.R. Bowker, 1970, Pp. 79-80.

IBM, Keyword-in-Context Indexing E20-8091.

SLMP Module Specification

Area: Cataloging II
Module #4: Methods of Materials Integration

I. Objectives:
When given a list of five hypothetical problems involving methods of subject integration, solve the problems by relating works from the generalia to specific knowledge categories of all materials.

II. Example of Mastery Item:

1. Integration of reference to the main collection

2. Integration of non-book to book materials

III. Activities, Information and Materials:

Anglo-American cataloging rules. Chicago: American Library Ass'n., 1967.

Kaula, P.N., Library science today. New York: Asia Publishing House, 1965.

Area: Cataloging II
Module #5: Classification Systems in Relation to Curriculum Support

I. Objectives:
When given a list of teaching objectives for a hypothetical school curriculum, devise a system of cross-referencing book and non-book materials to the objectives.

II. Example of Mastery Item:

1. Consider the utilization of tracings as a source of materials support.

2. Consider other reference sources for materials.

III. Activities, Information and Materials:

1. Bibliographies

2. Field trips

COURSE NO. AND TITLE: LS 522 Reference Resources II

REQUIRED IN: LS Master's program

PREREQUISITE COURSES: LS 471

TEXTBOOKS, MATERIALS REQUIRED:

Katz, W. Introduction to reference services. New York: McGraw-Hill, 1969. Vols. I and II.

Galin, S. and Spielberg, P. Reference books: How to select and use them. New York: Random House (Vintage), 1969.

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MODULE TOPICS:

I. Review of reference services/problems; basic sources
   A. Reference interview
   B. Identification of questions
   C. Components of bibliographic search
   D. Basic sources
      1. bibliographies and indexes
      2. atlases, gazetteers, geographical sources
      3. biographical sources
      4. yearbooks, almanacs
      5. dictionaries
      6. encyclopedias
      7. non-print sources

II. Literature of the social sciences
   A. Identification of major sources
   B. Exploration/examination of representative titles
   C. Non-print sources in the field

III. Literature of the humanities
   A. Identification of major sources
   B. Exploration/examination of representative titles
   C. Non-print sources in the field

IV. Literature of the physical sciences
   A. Identification of major sources
   B. Exploration/examination of representative titles
   C. Non-print sources in the field

V. Bibliographic essays as reference sources
   A. Definition
   B. Uses
   C. Representative bibliographic essays

COURSE OBJECTIVES:

The student will recognize and be able to evaluate according to authority, scope, treatment and arrangement of content, format and special features representative titles, including non-print materials, in the fields of the literature of the social sciences, the humanities, and the physical sciences, as well as to identify reference problems they might be used to solve.

SLMP Module Specification LS 522

Area: Reference Resources II
Module #1: Review/Pre-test

I. Objective:

The student will recognize and characterize as to use the basic reference sources of all types, including those for non-print materials, as well as identify reference problems and patron services connected with their use.

II. Example of Mastery Items:

1. List at least seven basic types of reference resources, naming a specific title of a representative work of each identified type.

2. Outline some reference situations when each of the types of reference resources might be utilized to solve a reference problem.

Note: Mastery items will be administered to students in the form of a pre-test covering materials met in prerequisite Basic Reference course.

III. Activities, Information, and Materials:

Students will examine and review in as much detail as pre-test showing indicated necessary representative titles in all classes of basic reference resources.

Galin, S. and Spielberg, P. Reference books: How to select and use them. New York: Random House (Vintage), 1969. Appropriate portions of Part I, pp. 3-91 will be reviewed as necessary concerning basic reference sources.

Katz, W. Introduction to reference services. New York: McGraw-Hill, 1969. Appropriate sections of Volume I will be reviewed as necessary. Parts I, III, and IV, in Volume II will be studied as preliminary to advanced work with reference materials.

SLMP Module Specification

LS 522

Area: Reference Resources II
Module #2: Literature of the social sciences

I. Objective:

The student will examine and be able to characterize and evaluate according to authority, scope, treatment of content, arrangement of content, format, and special features representative titles, including non-print materials, found in the literature of the social sciences, normally classified as reference resources.

II. Example of Mastery Item:

1. List and characterize as to authority, scope, treatment and arrangement of content, format, and special features fifteen titles representing the literature of the social sciences, normally classified as reference resources.

2. On the basis of personal examination and the criteria used in evaluating reference resources, the student will compare and contrast several titles of the same type selected from the literature of the social sciences.

III. Activities, Materials, and Information:

The student will do laboratory work in the reference collection of the university library, particularly those works in the literature of the social sciences.

Students, in small group session, will orally discuss, evaluate, and characterize titles of reference materials from the literature of the social sciences, with special attention to utilization.

Bibliographies of works in the social sciences classifications will be collected and studied, as available.

Galin, S. and Spielberg, P. Reference books: How to select and use them. New York: Random house (Vintage) 1969. Part II, pp. 99-235 et passim.

Katz, W. Introduction to reference services. New York: McGraw-Hill, 1969. Volume II, pp. 37-68 et passim.

SLMP Module Specification

Area: Reference Resources II
Module #3: Literature of the humanities

I. Objective:
The student will examine and be able to characterize and evaluate according to authority, scope, treatment of content, arrangement of content, format, and special features representative titles, including non-print materials, found in the literature of the humanities, normally classified as reference resources.

II. Example of Mastery Item:

1. List and characterize as to authority, scope, treatment and arrangement of content, format, and special features fifteen titles representing the literature of the humanities, normally classified as reference resources.

2. On the basis of personal examination and the criteria used in evaluating reference resources, the student will compare and contrast several titles of the same type selected from the literature of the humanities.

III. Activities, Materials, and Information:

The student will do laboratory work in the reference collection of the university library, particularly those works in the literature of the humanities.

Students, in small group session, will orally discuss, evaluate, and characterize titles of reference materials from the literature of the humanities, with special attention to utilization.

Bibliographies of works in the humanities classifications will be collected and studied, as available.

Galin, S. and Spielberg, P. Reference books: How to select and use them. New York: Random House (Vintage) 1969. pp. 99-235 et passim.

Katz, W. Introduction to reference services. New York: McGraw-Hill, 1969. Volume II, pp. 37-69 et passim.

Area: Reference Resources II
Module #4: Literature of the physical sciences

I. Objective:
The student will examine and be able to characterize and evaluate according to authority, scope, treatment of content, arrangement of content, format, and special features representative examples of the literature of the physical sciences, normally classified as reference resources and including non-print materials.

II. Example of Mastery Item:

1. List and characterize as to authority, scope, treatment and arrangement of content, format, and special features ten titles representing the literature of the physical sciences, normally classified as reference resources.

2. On the basis of personal examination and the criteria used in evaluating reference resources, the student will compare and contrast several titles of the same type selected from the literature of the physical sciences.

III. Activities, Materials, and Information:

The student will do laboratory work in the reference collection of the university library, particularly those works in the literature of the physical sciences.

Students, in small group, will orally discuss, evaluate, and characterize titles of reference materials from the literature of the physical sciences, with special attention to utilization.

Bibliographies of works in the physical sciences classifications will be collected and studied, as available.

Galin, S. and Spielberg, P. Reference books: How to select and use them. New York: Random House (Vintage) 1969. Part II, pp. 239, 271.

Katz, W. Introduction to reference services. New York: McGraw-Hill, 1969. Volume II, pp. 37-69 et passim.

Area: Reference Resources II
Module #5: Bibliographic essay preparation/presentation

I. Objective:

The student will prepare and present (in oral and in written form) a bibliographic essay on a topic of his choice selected from the fields of the literature of the social sciences, humanities, or physical sciences, including a minimum of fifteen titles, ten of which will be comparatively treated and five receiving incidental mention.

II. Example of Mastery Item:

1. Choose a topic around which to construct a bibliographic essay, treating a minimum of ten titles in a comparative fashion and including at least five other titles as incidental mention. Any topic falling within the range of the literature of the social sciences, humanities, or physical sciences may be selected for this project.

III. Activities, Materials, and Information:

Reference and general collection of university library will be investigated by the student in gathering, selecting, and evaluating the titles to be used in the bibliographic essay.

Issues of The Booklist and Wilson Library Bulletin, as well as other publications, will be studied by the student insofar as examples of bibliographic essays are concerned.

Students, in small group session, will orally present their essays, answer questions, and ask questions of others.

Galin S. and Spielberg, P. Reference books: How to select and use them. New York: Random House (Vintage) 1969. Part IV, pp. 276-284.

Katz, W. Introduction to reference services. New York: McGraw-Hill, 1969. Part III, pp. 111-119.

COURSE NO. AND TITLE: LS 531 Instructional Materials Centers

REQUIRED IN: LS Master's program

PREREQUISITE COURSES: Graduate standing

TEXTBOOKS, MATERIALS REQUIRED: None required, but recommended:

Brown & Lewis, A/V instruction; media and methods. New York: McGraw-Hill, 1969.

Carter, M. and Bonk, W. Building library collections. Metuchen, N.J.: Scarecrow Press, 1969.

Mager, Robert. Preparing instructional objectives. Palo Alto, Ca.: Fearon Press, 1962.

Rufsvold, M. Guides to edcuational media. Chicago: American Library Ass'n., 1971.

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MODULE TOPICS:

I. Review/Pre-test
   A. Selection sources, print and non-print
   B. Educational uses of materials, print and non-print

II. Preparing instructional units
   A. Components of instructional units
      1. introductory statement
      2. objectives and desired pupil outcomes
      3. content of unit
      4. materials of instruction and learning
      5. equipment, facilities, supplies required

   B. Preparation of instructional units
      1. unit on science, elementary level
      2. unit on reading, any level
      3. unit on social studies, secondary level
      4. three units determined by individual choice

III. Presentation of instructional units
   A. Completion of instructional units
   B. Display of materials/equipment
   C. Demonstration/lesson

COURSE OBJECTIVES:

The student will construct and present instructional units including learning objectives, specific content, materials, necessary equipment and supplies in specified subject areas served by elementary and secondary school library media centers and their personnel.

Explanatory note regarding course content of LS 531, Instructional Materials Centers:

The following modules of instruction reflect the manner in which this course was taught in the Spring of 1973. Henceforth, however, as an offering in the Master's degree program for librarianship candidates, the content of this course will emphasize problems and methods of the district level/supervisor level operation of school library media centers. Inasmuch as more and more of these centralized system-wide departments are coming into existence, candidates at an advanced level need to have opportunities to study their structure, services, personnel, relationships to other institutions, and similar concerns. Candidates taking the course will bring some field experiences of their own, since normally class enrollees will be working school library media specialists, or graduates seeking to strengthen this particular aspect of library media administration.

Area: Instructional Materials Centers
Module #1: Review/Pre-test

I. Objective:
The student will recognize educational uses of the print and non-print media usually found in the school library media center, as well as the major sources of and criteria for their selection.

II. Example of Mastery Item:

1. Name three areas of a school's curriculum where locally produced television would likely be employed.

2. List four criteria applicable to selection of recorded materials to be included in a school library media center's collection.

3. List five types of children's books popular in a typical elementary school library media center.

4. List three sources for obtaining pictures and posters for a school library media center's collection.

Note: Mastery items will be administered to students in the form of a pre-test covering materials met in elementary courses such as Library materials for children and Library materials for adolescents.

III. Activities, Materials, and Information:

Students will examine and review in as much detail as pre-test showing indicated necessary major sources of selection for print and non-print materials found in the school library media center.

Review as necessary types and educational uses of print and non-print materials as discussed in the sources listed:

Brown and Lewis, A/V instruction; media and methods. New York: McGraw-Hill, 1969.
Carter and Bonk, Building library collections. Metuchen, N.J.: Scarecrow Press, 1969.
Rufsvold and Guss, Guide to educational media. Chicago: American Library Association, 1971.

For information and techniques used in preparing instructional objectives, the students will read:

Mager, Preparing instructional objectives. Palo Alto, Ca.: Fearon, 1962.

Area: Instructional Materials Centers
Module #2: Construction of instructional units

I. Objective:
The student will construct units of instruction having components of introductory statements, objectives stated in desired pupil outcomes, precis of content, specific instructional and learning materials, and necessary facilities/supplies/equipment.

II. Example of Mastery Item:

1. Construct an instructional unit on some aspect of SCIENCE to be used at the elementary school level and having all components of an effective instructional unit fully implemented (introductory statement, objectives, content precis, specific materials/equipment/supplies).

2. Construct an instructional unit on some aspect of SOCIAL SCIENCES at the senior high school level and having all components of an effective instructional unit fully implemented (introductory statement, objectives, content precis, specific materials/equipment/supplies).

3. Construct an instructional unit on some aspect of READING to be used at the primary, elementary or junior high school level and having all components of an effective instructional unit fully implemented (introductory statement, objectives, content precis, specific materials/equipment/supplies).

4. Construct three instructional units on subjects of the student's choice and for a level he determines and having all elements of an effective instructional unit fully implemented (introductory statement, objectives, content precis, specific materials/equipment/supplies).

III. Activities, Materials, and Information:

All curriculum guides, outlines, specifications, courses of study, and similar offically adopted educational materials as available in the curriculum library of the university will be examined.

Students will engage in extensive search, location, and discriminating selection of print and non-print materials for inclusion in their instructional units.

For form and language guidelines, the students will also consult:

Mager, Preparing instructional objectives. Palo Alto, Ca.: Fearon, 1962.

Area: Instructional Materials Centers
Module #3: Presentation of instructional units

I. Objective:

The student will present fully implemented instructional units on specified and personally selected topics, together with a display of materials/equipment/supplies necessary for its use.

II. Example of Mastery Item:

Completion of three units of instruction on assigned topics (science, social studies, and reading) and three of individual choice, all having the necessary components of effective instructional units (introductory statements, objectives, precis on content, specific instructional and learning materials, and identification of specific materials/equipment/facilities/supplies.

III. Activities, Materials, and Information:

The student will present his units of instruction to the class, displaying and utilizing portions of the materials/equipment/supplies gathered for a demonstration lesson.

Copies of all units will be available to each class member.

COURSE NO. AND TITLE: AV 580 Production of Instructional Materials

REQUIRED IN: An elective in LS Master's program

PREREQUISITE COURSES: AV 411 AV Materials and Procedures in Education

TEXTBOOKS, MATERIALS REQUIRED:
Kemp, Planning and Producing AV Materials.

Students will be expected to purchase their own film, pay for processing, and purchase their own audio tape.

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MODULE TOPICS:

I. Planning for complex media
   A. The content -- what do you want to say
   B. The audience -- to whom
   C. The objective -- with what effect
   D. Media selection -- through what channel or medium
   E. Planning documents
      1. introduction to scriptwriting
      2. visualizing the script, the storyboard
      3. production schedules and other documents

II. Audio, a medium and a key to other media
   A. Experiments in sound recording
   B. Mixing and editing sound
   C. Sounds with a purpose
      1. drill and practice
      2. story telling
      3. presenting information
      4. sounds and pictures

III. Still photography, an introduction
   A. The simple camera, instamatic
   B. Telling a picture story
   C. Overcoming limitations
   D. Special effects and slides (titling, etc.)

IV. Cinematography, making it move
   A. The motion picture camera
   B. Screen action
   C. The scenario
   D. Editing and special effects

V. Television, a brand new tool for communications
   A. TV hardware operation
   B. TV-production the one camera system
   C. TV-production the two camera system

COURSE OBJECTIVES:

Design and produce the planning documents suitable for one of the following instructional media:

Audio (only)
Slides (only)
Slides + audio
Motion picture (only)
Motion picture + audio and television

Given the above planning documents, produce an example of instruction that will assist learners to attain the prestated instructional objectives.

Perform exercises in the remaining media.

COURSE NO. AND TITLE: LS 591 Reading and Communication

REQUIRED IN: LS Master's program

PREREQUISITE COURSES: Graduate standing

TEXTBOOKS, MATERIALS REQUIRED:
Adler, Mortimer J., Van Doren, Charles. How to read a book.
Dale, Edgar. Audiovisual methods in teaching.
Jennings, Frank. This is reading.
Selected magazines, newspapers, cinema, television, and assigned books.

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MODULE TOPICS:

I. Reading
   A. Definition and dimensions

II. Communication
   A. Facets, diversity
   B. Factors influencing it

II. Perception
   A. What we see - what we read
   B. Influences on what is learned

IV. Media - Sources of communication and reading
   A. Books
   B. Magazines
   C. Television
   D. Cinema
   E. Art
   F. Music
   F. Newspapers

V. Use of media
   A. Analysis of content
   B. Reflection of "points of view"
   C. Application to social problems
   D. Developing maturity and understanding of different "points of view"
   E. Application to personal growth and experience
   F. Selection and use with curriculum and students

COURSE OBJECTIVES:

The student will be able to write an analysis and comparison of magazines. He will be able to evaluate newspapers and books for their content and differing points of view. He will listen to music as social commentary and as an expression of today's communication in sound. He will see art as reflecting today's involvement in color and form. The student will compare media and choose which is the most appropriate for curriculum or age and ability of students. He will be able to make a list of materials which will provide students an opportunity to know opposing positions and understand the resolving of problems through rational decisions and behavior.

Area: Information Science
Module #1: Concepts of Storage

I. Objectives:
The student will:

1. demonstrate in writing, his understanding of basic information storage structure by:

   a) converting given samples of information to a form which is machine readable.

   b) arranging such information into a systematic order, i.e., alphabetical, class, subject, title, or author.

   c) updating given information samples specifying the methods by which new information is inserted into the system and describing the manner by which hardware presently in existence at the school building, district or state level will be utilized in this process.

2. demonstrate his understanding of current information storage and retrieval methods by comparing a storage and retrieval method in existence in a given hypothetical situation with one or more of three nationally distributed systems, i.e., 'MARC', 'Index', 'Medicus', etc. given a written description and the following criteria:

   A. Input

      1) method by which information is selectively read or input from one or more input stations.

      2) method of updating fixed information such as date.

      3) speed of unit operation.

      4) the manner in which input data is manipulated (e.g., totaled, crossfooted)

   B. Output

      1) form of output (e.g., punched cards or printed forms)

      2) form size

      3) character set

      4) format control facilities

      5) means by which data is manipulated (e.g., totaled, multiplied, etc.)

Area: Information Science
Module #2: Concepts of Retrieval

I. Objective:
The student will:

1. prepare in writing a proposal for the design of an information retrieval system which incorporates all information retrieval concepts specified in Module 1, Concepts of Information Storage, and includes a description of each of the following:

   a) the developmental phases anticipated in the project from design and approval through completion.

   b) a plan for the actual system design to include an analysis of the existing system, justification for the design of the proposed system based upon prespecified retrieval needs information and concepts, the computer language, and essential hardware and software.

   c) an estimate of personnel needs and requisite training.

   d) cost estimates for hardware, software, personnel and related training, based upon sources specified by the instructor.

Area: Information Science
Module #3: Implementing an Information System

I. Objectives:
The student will:

1. prepare in writing a proposal for the design of an information storage and retrieval system which

   a) names and describes both present and future information storage and retrieval problems related to material and equipment and their utilization,

   b) includes a description of a generalized information system involving book and non-book materials available from different district libraries on an interlibrary loan basis,

   c) demonstrates an application of information system methodology for the distribution of book and non-book to various schools within a school district, and

   d) describes methods of updating the subject quality of the proposed system to avoid duplication of single information sources at the purchasing level.

APPENDIX

Field Experiences for Student Interns in the School Library Media Program, Graduate and Undergraduate

Field Experience for Student Interns in the School Library Media Program, Graduate and Undergraduate

There are two professional field experience programs--one for the undergraduate and one for the graduate intern. Both are based upon supervised practice in a school library media center.

Undergraduate Program

The undergraduate student intern, or student teacher, performs within the guidelines established by the Director of the Professional Field Experiences in the College of Education. A student enrolls for 12 hours credit in EE478, "Directed Teaching in Elementary Schools," or SE433, "Directed Teaching in Secondary Schools." He receives 6 hours credit for approximately 288 clock hours spent in supervised practice and related activities in a school library media center, and 6 hours credit for approximately 288 clock hours of supervised classroom teaching and related activities. LS440, LS463 or LS464, and LS471 are prerequisites for EE478 or SE433.

Since the classroom experience complements and reinforces the school library media center experience, it is recommended that the classroom teaching experience precede the school library media center experience; or that one-half day be spent in the classroom and one-half day in the school library media center concurrently.

The intern is required to attend at least three seminar meetings during internship. The college supervisor/instructor visits each intern at least three times during internship.

The intern's performance is evaluated by a team composed of the intern, supervising librarian, and the college supervisor/instructor. The evaluation is accomplished through (1) activity checklist, (2) midterm evaluation report, (3) time card, (4) record kept on personnel card, (5) observation of the intern in the library media center, (6) seminar meeting participation, (7) conferences with interns during internship, (8) final evaluation report, and (9) consultations with supervising librarian.

Upon the successful completion of the internship, the intern receives a "Y" grade to indicate credit for the course, or an "E" grade indicating failure.

After this experience, and upon graduation with a Library Science Minor, the intern should be qualified as a School Library Media Specialist.

Graduate Program

The Graduate Intern Program is intended for the graduate student who has neither interned nor been employed in a school library media center.

This program is designed to provide a wide variety of real experiences in a school library media center, with an emphasis on administrative responsibilities and practices. After this experience, the graduate student should be qualified to perform as head of a school library media center.

LS440, LS463 or LS464, LS471, and LS481 are prerequisites for enrollment in LS584 or LS580. The student enrolls for 3 hours credit in LS584, "Internship: School Library Media Center," with approximately 144 clock hours to be spent in supervised practice in a library media center.

The Graduate Intern Program is flexible, allowing individualization. Should the student desire to spend 288 clock hours in the school library media center, he may enroll for 3 additional hours credit in LS580, "Practicum: School Library Media Center." He may also elect to do his practicing on two or more different levels; i.e., elementary and high school, elementary and junior high school, or elementary, junior high, and high school. Division of the credit hours and the time to be spent in each school is to be determined jointly by supervisory persons and intern.

The split-level internship has several advantages. It provides exposure on two or more levels in curriculum, materials, and services. Having gained experience working with students and faculty on two or more levels, the graduate intern will be able to make an intelligent career choice. Lastly, this expanded experience increases the possibility that the student will be considered for a position on any level.

Monthly seminars are conducted by the college supervisor/instructor. These seminars are held in different school districts, except for the first one, which is held on campus at A.S.U. The interns are expected to attend at least three during their internship. The college supervisor/instructor visits each intern at least three times during internship.

Evaluation of the graduate internship is accomplished by the college supervisor/instructor through (1) interviews with intern before placement, (2) observation of intern in the school library media center, (3) conferences with intern throughout internship, (4) intern's participation in seminar meetings, (5) checklist of activities, (6) record kept on personnel card, (7) written work submitted by intern, and (8) consultation with supervising librarian.

After the successful completion of the graduate internship, the student receives a letter grade of "A," "B," or "C," whichever is appropriate for his performance as a graduate intern.

Explanatory note:

Similar booklets accompany course materials for "Intern in the school library media center--Secondary" and "Graduate intern in the school library media center--Elementary". The two included here are representative of all.

EE 478/SE 433
LS 580/LS 584

THE INTERN

in the

SCHOOL LIBRARY MEDIA CENTER

Elementary

February 1, 1972

FIRST WEEK APPROACH

WHY DON'T YOU BECOME ACQUAINTED...

with each other

with the library staff

with the principal

with the school's physical plant and policies

with the library media program and policies

with the district and/or school's material selection policy

with the book collection

with the library manuals, student and/or teacher

with your hopes and dreams for one another in this experience you will share!

THEN, YOU SHOULD BE MORE AT EASE AND READY FOR THE JOY OF LEARNING A LIVING!

EE478/SE433
LS580/LS584

ACTIVITIES CHECKLIST
LIBRARY MEDIA CENTER

The field experience for the intern in the library media center might include the following activities. It is unlikely that every activity can be accomplished during the internship; however, the wider the range of experience, the more adequately prepared you will be. The starred activities are essential. Please check the experiences completed during the field experience. The supervising librarian should confirm each activity by initialing beside the check mark.

( )	
___ ___	*1. Keep an idea file
___ ___	*2. Share responsibility with the supervising librarian for the creation and maintenance of a learning environment in the center
___ ___	3. Design plans for remodeling or expanding the library media center, if appropriate
___ ___	*4. Assist in the circulation of materials
___ ___	*5. Supervise and train student assistants
___ ___	6. Shelf read to better acquaint yourself with the collection
___ ___	7. Participate in the continual evaluation of the collection
___ ___	*8. Instruct individuals and groups in the use of the library media center
___ ___	9. Team with at least one teacher to plan classroom and library media center activities for a unit of study
___ ___	*10. Plan with teachers for library media center activities
___ ___	11. Suggest services and available materials to teachers for their classes
___ ___	12. Suggest services and materials to students
___ ___	13. Develop a lesson plan using behavioral terms
___ ___	14. Tell stories on at least two grade levels
___ ___	15. Give at least two book talks
___ ___	16. Involve students in a creative drama activity
___ ___	17. Give reference services
___ ___	*18. Give reading guidance for individuals and groups

___ ___ 19. Prepare bibliographies

___ ___*20. Create a display or exhibit

___ ___*21. File catalog and shelf list cards

___ ___ 22. Know procedures for handling book jackets

___ ___ 23. Assist in the inventory process

___ ___ 24. Observe the preparation of statistical, financial, and progress reports

___ ___*25. Know the budget-making procedures

___ ___*26. Become familiar with the purchasing and warehousing procedures of the school district

___ ___*27. Become familiar with the receiving procedures for periodicals, books, and other materials

___ ___ 28. Encourage teacher and student participation in the selection of materials

___ ___ 29. Assist in selecting supplies and prepare the order

___ ___*30. Prepare an order for purchase of books and other media

___ ___*31. Participate in the purchasing, processing, and circulation of paperbacks

___ ___ 32. Select materials for rebinding and repairing

___ ___*33. Evaluate and select: (Check the ones you do)

6 books	1 transparency	1 tape (reel to reel)
1 periodical	1 filmstrip	1 art print
1 pamphlet	1 phonodisc	1 microfilm
1 study print	1 cassette	1 piece of equipment

___ ___*34. Classify, catalog, and shelf list the above materials

___ ___ 35. Become familiar with some of the processes of mounting art prints

___ ___*36. Plan publicity and public relations

___ ___*37. Read for professional growth and information

___ ___ 38. Attend faculty meetings

___ ___ 39. Cooperate with school organizations and administrative offices

___ ___ 40. Participate actively in library and other educational associations

___ ___*41. Visit another library media center

LS 580

GRADUATE INTERN

in the

SCHOOL LIBRARY MEDIA CENTER

Secondary

February 7, 1972

To strive, to survive, to succeed, the school library media specialist must have the highest degree of professional commitment to the ideal of excellence. Max Lerner uses the word, elan, to dramatize this highest degree of professionalism demanded of those who would teach.

> What I mean by elan is a feeling of commitment and of being on fire, a sense of mission, a sense that there are things worth dying and living for. When I talk of elan, I am talking really of maintaining the dream and the vision without which the whole structure of the free world power will become blind and ultimately collapse.
>
> If you look back at the history of the rise and fall of civilizations you will find, I think, that civilizations also have died of two things. They died of rigidity, as Ortega y Gasset has suggested: of a kind of arteriosclerosis of their master institutions. But they have also died because of a failure of nerve...
>
> We need to understand some of these causes of the death of civilizations if we are to understand also what it is that a nation lives of. I would say, it lives of its dreams and visions, but also of a lively sense of danger and resolve...Only then can we have our lives "touched with fire."[1]

OBJECTIVES

Upon completion of the Practicum for School Library Media Centers, the graduate intern should have acquired skills in participating in the library media program as it attempts to meet the needs of pupils, teachers, and other school personnel. These skills will be evidenced by the intern's proficiency and the joint evaluation of the experience as made by the intern, his supervising librarian, and supervising instructor.

During the graduate internship, the 5th year student will--

1. Determine at least one piece of equipment needed by the school library media center in which he is doing the practicum. Submit a copy of the rationale by which this determination was made to his supervising instructor and to the supervising librarian.

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[1]Max Lerner. "Humanist Goals," in Education: An Instrument of National Goals (New York: McGraw-Hill, 1962), pp. 105-107.

2. Select at least three different media materials which would be appropriate for this media center. Submit the rationale for this determination to his supervising instructor and to the supervising librarian.

3. Employ at least two different methods of stimulating interest in use of materials and equipment in this center. Submit a written summary of the methods used and an evaluation of criteria used to determine whether or not the methods were successful.

4. Design, construct, and employ one display in this center related to current activities or materials of this center. Submit a colored slide or snapshot of display.

5. Assist at least one classroom teacher with selection of materials appropriate to a unit of study. Submit a copy of the materials selected.

6. Process the stated minimums of each of the following:

6 books	1 transparency	1 tape (reel to reel)
1 periodical	1 filmstrip	1 art print
1 pamphlet	1 phonodisc	1 microfilm
1 study print	1 cassette	1 piece of equipment

7. Perform the duties of a circulation librarian for one week.

8. Produce any one of the following for use in the media center as a teaching device or tool: (1) cassette-filmstrip presentation, (2) slide-cassette presentation, (3) flannel board with cassette presentation, or (4) other.

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(✓)		
___ ___	*1.	Keep an idea file
___ ___	*2.	Share responsibility with the supervising librarian for the creation and maintenance of a learning environment in the center
___ ___	3.	Assist in determining some routines and regulations to implement the library media center program
___ ___	4.	Design plans for remodeling or expanding the library media center, if appropriate
___ ___	*5.	Assist in the circulation of materials
___ ___	*6.	Supervise and train student assistants
___ ___	7.	Assist in programming student attendance
___ ___	*8.	Instruct individuals and groups in the use of the library media center
___ ___	9.	Team with at least one teacher to plan classroom and library media center activities for a unit of study
___ ___	10.	Visit classrooms to introduce special materials
___ ___	*11.	Plan with teachers for library media center activities
___ ___	12.	Suggest services and available materials to teachers for their classes
___ ___	13.	Suggest services and materials to students
___ ___	14.	Give at least two book talks
___ ___	15.	Give reference services
___ ___	*16.	Give reading guidance for individuals and groups
___ ___	17.	Prepare bibliographies
___ ___	18.	Create a display or exhibit
___ ___	19.	Assist in the inventory process

___ ___ 20. Observe the preparation of statistical, financial, and progress reports

___ ___*21. Know the budget-making procedures

___ ___*22. Become familiar with the purchasing and warehousing procedures of the school district.

___ ___*23. Become familiar with the receiving procedure for periodicals, books, and other materials

___ ___ 24. Encourage teacher and student participation in the selection of materials

___ ___ 25. Select at least one piece of equipment for the center

___ ___*26. Prepare an order for purchase of books and other media

___ ___*27. Participate in the purchasing, processing, and circulation of paperbacks

___ ___*28. Evaluate and select: (Check the ones you do)

6 books	1 transparency	1 tape (reel to reel)
1 periodical	1 filmstrip	1 art print
1 pamphlet	1 phonodisc	1 microfilm
1 study print	1 cassette	1 piece of equipment

___ ___*29. Classify, catalog, and shelf list the above materials

___ ___ 30. Become aware of and publicize educational television programs and cultural events in the Salt River Valley area

___ ___*31. Plan publicity and public relations

___ ___*32. Assist in the completion of a community and/or valley resource file

___ ___*33. Read for professional growth and information

___ ___*34. Attend departmental and faculty meetings

___ ___ 35. Cooperate with school organizations

___ ___ 36. Participate actively in library and other educational associations

___ ___ 37. Become aware of federal funds benefiting school library media programs

___ ___ 38. Become aware of North Central evaluative criteria for junior high and secondary schools, particularly the library and audio-visual section

___ ___ 39. Assist in coordinating the services of library media centers and public libraries

___ ___*40. Visit another library media center

___ ___*41. Evaluate the program, services, and materials in terms of local needs and state, regional, and national standards